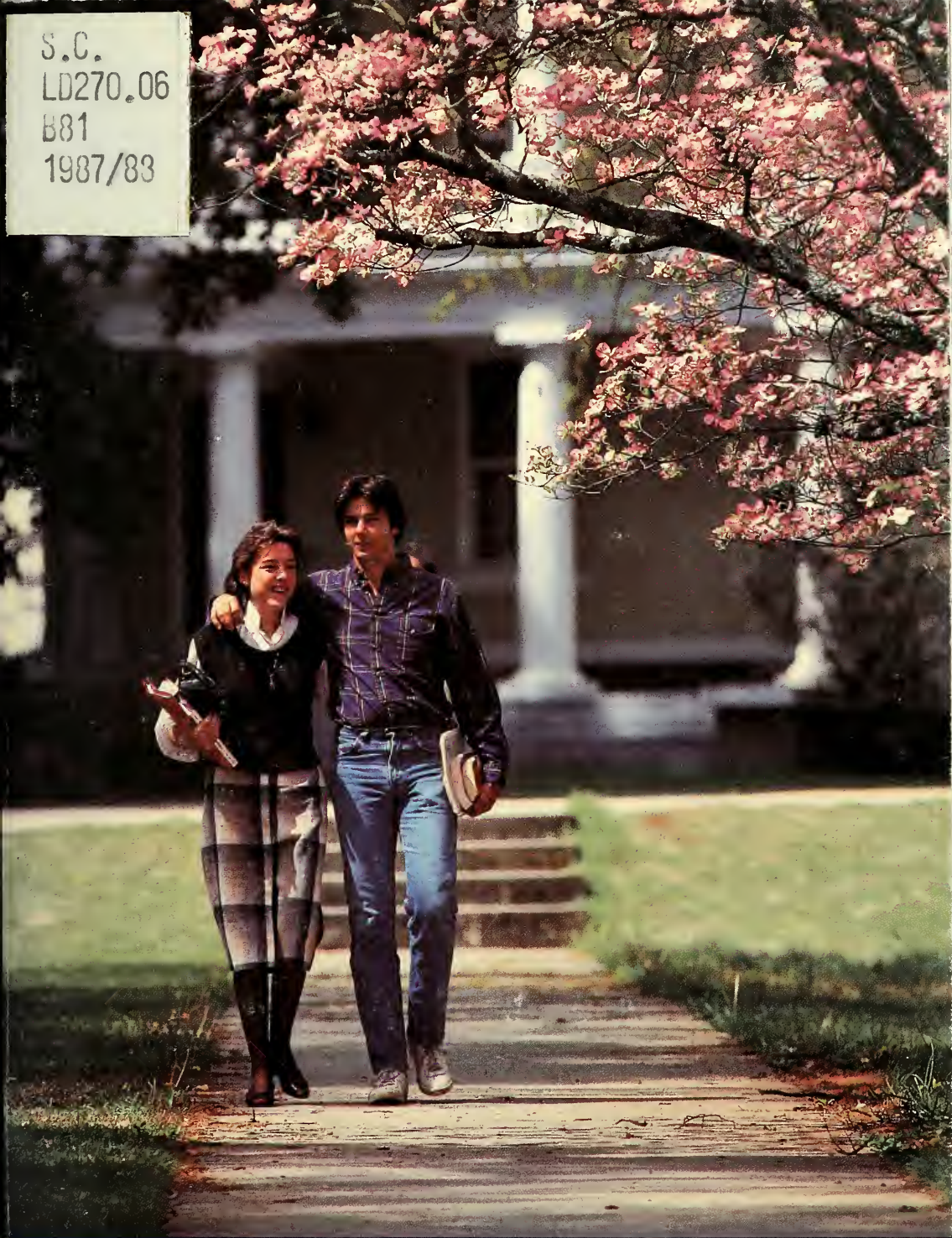


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1987/83



AUGUSTA COLLEGE

GENERAL CATALOG 1987-88

A Senior Unit of the University System of Georgia

Undergraduate Programs

Associate in Arts

Majors in Criminal Justice, General Studies

Associate in Science

Majors in Nursing, Secretarial Science

Associate in Applied Science

A joint degree program offered with Augusta Area Technical School.

See pages 104 and 114 for a complete list of majors.

Bachelor of Arts

Majors in Art, Communications, Elementary Education, English, History, Music, Political Science, Psychology, Sociology

Bachelor of Business Administration

Concentrations in Accounting, Business Education, Economics/Finance, Office Administration, General Business, Management, Marketing

Bachelor of Fine Arts

Major in Studio Art

Bachelor of Music

Majors in Music Education, Performance

Bachelor of Science

Majors in Biology, Chemistry, Computer Science, Mathematics, Medical Technology, Physics, Physical Science

Bachelor of Science in Education

Majors in Special Education, Health and Physical Education

Graduate Programs

Master of Business Administration

Concentrations in Accounting, Administration, Health Services Administration

Master of Education

Administration and Supervision; Elementary Education: Concentrations in Early Childhood Education, Middle Grades Education; Health Services; Reading Education; Secondary Education; Concentrations in English, Mathematics, Social Sciences; Special Education: Concentrations in Mental Retardation, Learning Disabilities, Interrelated

Master of Science

Major in Psychology

Specialist in Education

Administration and Supervision; Early Childhood Education; Middle Grades Education; Reading Education; Secondary Education: Concentrations in English, Mathematics, Social Sciences; Special Education: Concentrations in Mental Retardation, Learning Disabilities, Interrelated

Paralegal Certificate

Co-operative Programs—(University of Georgia)

Master of Vocational Education

Agricultural Education; Business Education; Distributive Education; Health Occupations Education; Home Economics Education; Industrial Arts Education; Trade and Industrial Education; Vocational Education

Specialist in Vocational Education

Agricultural Education; Business Education; Distributive Education; Home Economics Education; Industrial Arts Education; Trade and Industrial Education; Vocational Education

Doctor of Education

Adult Education

Co-operative Program—(Georgia State University)

Doctor of Philosophy in Educational Leadership

Educational Administration and Supervision

S.C.
LD 270.06
B81
1987/88

Augusta College

General Catalog 1987-88

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No. 59

The Augusta College is an equal educational opportunity institution in that no person shall, on the grounds of race, color, sex, creed, national origin, or handicap, be excluded from participation in or be otherwise subjected to discrimination by any educational program, activity, or facility. This is in compliance with Title VI of the Civil Rights Act of 1964. An affirmative action/equal opportunity institution.

A Senior Unit of the
University System of Georgia

Augusta, Georgia 30910



Left to right, back row: Melissa Kirby, Admissions Counselor; Susan Teasley, Data Support; Rozetta Allen, Administrative Secretary. Middle row: Luanne Hales, Admissions Counselor; Louise Rice, Associate Director of Admissions and Minority Recruitment Officer; Janice Holmes, Contact File Co-ordinator. Front row: Sam McNair, Admissions Counselor; Gina Grubbs, File Supervisor; Brenda Ratcliffe, Secretary; Donald Smith, Director of Admissions.

The Admissions staff extends best wishes for the new academic year. We have expanded our office hours from 8:00 a.m. to 8:00 p.m. Monday - Thursday and from 8:00 a.m. - 5:00 p.m. on Fridays. We hope the additional hours will make it more convenient for you to visit the office and talk with an Admissions Counselor about your educational goals.

Augusta College offers the unique advantages of outstanding academic programs, a convenient location, flexible scheduling, and very affordable cost. Our faculty members truly enjoy teaching and sincerely endeavor to assist all students in obtaining their educational objectives. You may learn more about the Augusta College advantage by scheduling an appointment with an Admissions Counselor at (404) 737-1405.

—Donald L. Smith
Director of Admissions

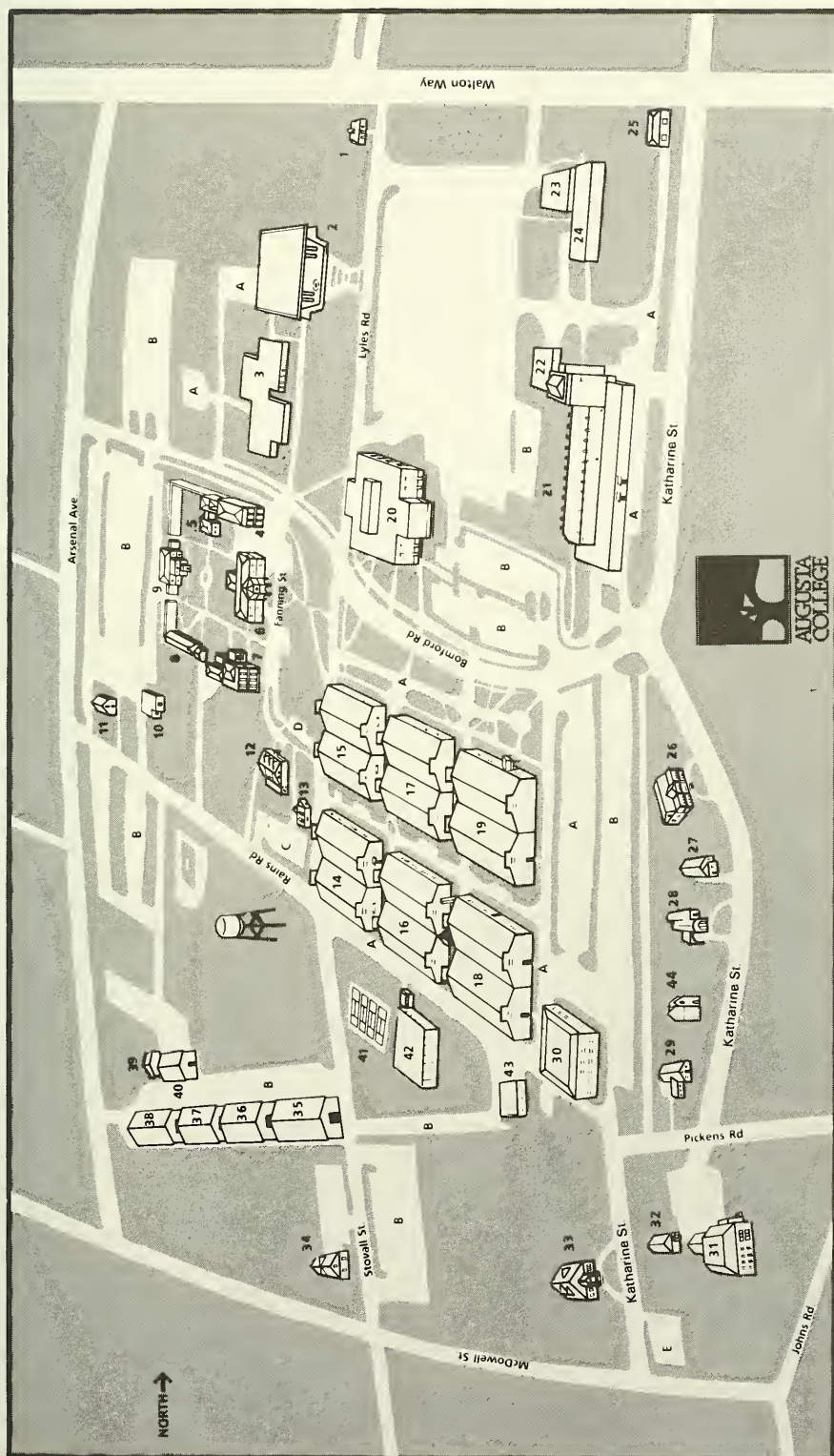


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***NOTE:** There is an undergraduate application for admission form at the end of this catalog.



ENGLISH
ARCHITECTURE

CASTLE
DAVID ALAN HARVEY

College Calendar

1987-88

Fall Quarter, 1987

August 14	Applications for new admissions should be filed by this date.
September 9	Exemption Examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions.
September 9	First Faculty Meeting
September 14	Orientation and Registration
September 16	Classes begin
September 18	Last day for late registration and schedule changes
October 20	Midterm
November 2-24	Preregistration for the Winter Quarter (Payment due December 15)
November 24	Last day of classes
November 25-27	Thanksgiving recess
November 30- December 4	Examinations
December 4	Term ends
December 7	Grades due from instructors by noon

Winter Quarter, 1988

December 4	Applications for new admissions should be filed by this date
January 4	Orientation and Registration
January 6	Classes begin
January 8	Last day for late registration and schedule changes
January 13	Exemption Examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
January 18	Martin Luther King, Jr.'s Birthday Holiday
February 10	Midterm
February 22- March 16	Preregistration for the Spring Quarter (Payment due March 16)
March 16	Last day of classes
March 17-23	Examinations
March 23	Term ends
March 24	Grades due from instructors by noon

Spring Quarter, 1988

February 19	Applications for new admissions should be filed by this date.
March 28	Orientation and registration
March 30	Classes begin
April 1	Last day for late registration and schedule changes
April 6	Exemption Examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
May 3	Midterm
May 16-June 7	Preregistration for Summer and Fall Quarters (Payment due June 13)
June 7	Last day of classes
June 8-14	Examinations
June 15	Grades due from instructors by noon
June 19	Graduation
June 19	Term ends

Summer Quarter, 1988

May 13	Applications for new admissions should be filed by this date
June 20	Orientation and Registration
June 21	Classes begin
June 22	Exemption Examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
June 23	Last day for late registration and schedule changes.
July 4	Independence Day Holiday
July 5	Preregistration for the Fall Quarter
July 20	Monday-Wednesday evening classes meet
August 18	Midterm
August 19-20, 22-24	Last day of classes
August 25	Examinations
August 26	Grades due from instructors by noon
August 26	Graduation
	Term ends

GROVER C MAXWELL
PERFORMING ARTS THEATRE



General Information

This catalog is intended primarily to guide the Augusta College student through his or her chosen academic program. Although the College takes pride in a good student advising system, the individual student bears the main responsibility for his program and this catalog should be his basic source of information. It is hoped that prospective students, parents, and high school counselors also will find the information useful.

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this catalog will ordinarily be applied as stated, Augusta College reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar.

The University System of Georgia

The University System of Georgia includes all state-operated institutions of higher education in Georgia — 4 universities, 14 senior colleges, 15 junior colleges. These 33 public institutions are located throughout the state.

A 15-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. The regular term of

Board members is seven years.

The Chairperson, the Vice Chairperson, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: Instruction, Public Service/Continuing Education, and Research.

Instruction consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates.

Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

Public Service/Continuing Education consists of non-degree activities, primarily, and special types of college-degree-credit courses.

The non-degree activities are of several types, including short courses, seminars, conferences, lectures, and consultative and advisory services in a large number of areas of interest.

Typical college-degree-credit public service/continuing education courses are those offered through extension center programs.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations cover matters related to the educational objectives of the institutions and to general societal needs.

Most of the research is conducted through the universities; however, some of it is conducted through several of the senior colleges.

The policies of the Board of Regents provide a high degree of autonomy for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board.

State appropriations for the University System are requested by, made to, and allocated by the Board of Regents.

Institutions of the University System of Georgia

Degrees Awarded:

- A — Associate; B — Bachelor's;
- J — Juris Doctor; M — Master's;
- S — Specialist in Education;
- cD — Co-operative Doctor's Degree;
- D — Doctor's
- h — On-Campus Student Housing Facilities

Universities

- Athens 30602
 - University of Georgia — h; A,B,J,M,S,D
- Atlanta 30332
 - Georgia Institute of Technology — h; B,M,D
- Atlanta 30303
 - Georgia State University — A,B,M,S,D, J
- Augusta 30912
 - Medical College of Georgia — h; A,B,M,D

Senior Colleges

- Albany 31705
 - Albany State College — h; B,M
- Americus 31709
 - Georgia Southwestern College — h; A,B,M,S
- Augusta 30910
 - Augusta College — A,B,M,S,cD
- Carrollton 30118
 - West Georgia College — h; A,B,M,S,cD
- Columbus 31993
 - Columbus College — A,B,M,S,cD
- Dahlonega 30597
 - North Georgia College — h; A,B,M
- Decatur 30089-0601
 - Dekalb Community College—A

- Fort Valley 31030
 - Fort Valley State College — h; A,B,M
- Marietta 30061
 - Kennesaw College — A,B,M
- Marietta 30060
 - Southern Technical Institute — h, A,B
- Milledgeville 31061
 - Georgia College — h; A,B,M,S
- Morrow 30260
 - Clayton State College—A,B
- Savannah 31406
 - Armstrong State College — A,B,M,S
- Savannah 31404
 - Savannah State College — h; A,B,M
- Statesboro 30460
 - Georgia Southern College — h; A,B,M, S,cD
- Valdosta 31698
 - Valdosta State College — h; A,B,M,S,cD

Junior Colleges

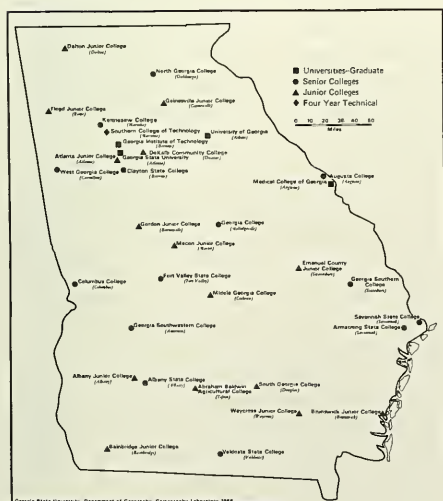
- Albany 31707
 - Albany Junior College — A
- Atlanta 30310
 - Atlanta Junior College — A
- Bainbridge 31717
 - Bainbridge Junior College — A
- Barnesville 30204
 - Gordon Junior College — h; A
- Brunswick 31523
 - Brunswick Junior College — A
- Cochran 31014
 - Middle Georgia College — h; A
- Dalton 30720
 - Dalton Junior College — A

University System of Georgia
244 Washington Street, S.W.
Atlanta, Georgia 30334

Augusta College, a comprehensive senior unit of the University System of Georgia, serves the communities of the Central Savannah River Area with programs which reflect its continuing commitment to academic excellence. The purpose of the College is to provide opportunities for lifelong learning through quality programs and to be a cultural and professional resource for the region. Consistent with this purpose, the College has eight goals:

1. To provide students with the firm base of a liberal arts education.
2. To provide students with the opportunity to develop professional competencies.
3. To offer a broad array of undergraduate and graduate programs.
4. To promote an environment conducive to the aesthetic and artistic enrichment of the students and the general public.
5. To support a faculty which excels in teaching and scholarship, with commitments to research, publication and professional service.
6. To create a collegiate environment that will provide students the opportunity to develop self-direction in their personal and intellectual growth and to enhance their emotional and physical well-being.
7. To extend the work of the College into the community by offering institutes, conferences, symposia and other opportunities for continuing education and enrichment.
8. To provide services and facilities necessary to support the Purpose of the College.

Augusta College is accredited by the Southern Association of Colleges and Schools. All teacher education degree programs for elementary, special, secondary, and K-12 teachers, administrators, supervisors, and reading teachers are approved by the State Department of Education and accredited



by the National Council for the Accreditation of Teacher Education. The nursing program is accredited by the National League for Nursing and approved by the Board of Examiners of Nurses for Georgia. The music programs are accredited by the National Association of Schools of Music.

Augusta College is a member of the American Council on Education, the American Association of State Colleges and Universities, the American Association of Colleges for Teacher Education, American Assembly of Collegiate Schools of Business, the Council for Advancement and Support of Education, the Georgia Consortium, and the National Collegiate Athletic Association.

History

Augusta College is located on a hill overlooking the downtown area of the city of Augusta in the center of the Central Savannah River Area.

The college traces its beginnings to the Academy of Richmond County, which was chartered in July of 1783 and offered post graduate studies. The Junior College of Augusta was founded in 1925, and moved from Richmond Academy to its present location in 1957. The name was changed to Augusta College when it was incorporated into the University System of Georgia. Augusta College later became a senior unit, awarding its first four year degrees in 1967. The first graduate degrees were awarded in 1973.

Former presidents of the college are George Phineas Butler, James Lister Skinner, Eric West Hardy, Anton Paul Markert, Gerald Burns Robins, and George Christenberry. Richard S. Wallace assumed the presidency on February 1, 1987.

Facilities

The 80-acre campus is the former plantation of an 18th century Southern leader, Freeman Walker. The land was used as an arsenal from 1826 to 1955. Though the campus has been altered considerably, historical features have been retained and renovated. The walls of the fort of the

arsenal still have in them rifle and gun slits, but now encompass a garden.

Bellevue Hall, once the home of the Freeman Walker family, is the oldest building on the campus, dating back to 1805. This building houses the Counseling and Testing Center. The Benet House, Payne Hall, Rains Hall, Fanning Hall, and the Data Systems Center are located around the quadrangle and were all part of the original arsenal. Payne Hall houses the offices of the Vice President for Academic Affairs, Vice President for Student Affairs, Associate Dean of Students, Director of Financial Aid, Director of Admissions, and Registrar. Rains Hall houses the offices of the President, Director of Development, and Director of Public Relations and Publications. Fanning Hall houses the office of the Vice President for Business and Finance, and the Business Office, the Purchasing Office, and the Personnel Office.

The Institutional Research building houses the college's computer center and the offices of the Assistant to the President and the Director of Computer Services.

Other major facilities include a science building, a gymnasium, a college activities center, and four classroom buildings, three of which house deans' offices: Butler Hall (Dean of Education), Markert Hall (Dean of Business), Skinner Hall (Dean of Arts and Sciences), and Hardy Hall.

The college has a modern indoor swimming pool, and a fine arts center (including the Maxwell Performing Arts Theatre), as well as tennis courts, an athletic field, and parking facilities, located in the center of campus.

Boykin Wright Hall, a gift from Marguerite Wright Hillman to the Regents of the University System of Georgia in memory of her late father Boykin Wright, provides additional classroom space. The Maxwell Alumni House, a gift from the estate of Jefferson Maxwell, houses the office of the Director of Alumni Affairs.

The Forest Hills Golf Course, an 18-hole educational and recreational facility, is operated and maintained by the Augusta College Athletic Association. The course covers over 200 acres and is located about two miles from the main campus. It is open year-round to students, faculty, and staff as well as the general public.

Reese Library

The college library is at the center of every academic program. The Reese Library, completed in 1977, is named in honor of Dr. and Mrs. John T. Reese, parents of Mrs. Katherine Reese Pamplin, class of 1936. The three-story building of 80,000 square feet has a seating capacity of 1,000 and a shelving capacity of 400,000 volumes. The library now has over 425,000 volumes and 1,043,000 microforms. The United States document depository collection now contains over 227,000 items.

Facilities include areas for study, reference, listening, and reading microforms. There are 20 Apple IIe, 10 IBM PC and 20 Zenith computers, 16 printers, and over 413 software programs available.

Services include the circulation of materials from the open shelf arrangement and materials on reserve. Interlibrary loan service is available for materials in other libraries. Reference service includes data base searches from BRS and DIALOG. The card catalog has been converted to Computer Originated Microfiche (COM Catalog).

Library tours and orientations are available to classes and individuals.

Support Services

Computer Services

The Office of Computer Services provides computing support for instruction, research, and administration. Support for over twenty display terminals and over one hundred microcomputers is provided. The college community has access to Texas Instruments 990/12 computers, the University System of Georgia Computer Network's large scale Control Data, and IBM computers.

Administrative computing is located in the Institutional Research and Computer Services building, and academic support facilities are located in Hardy Hall and the Reese Library. The academic support facilities are available to faculty, staff, and students. Quarterly seminars are provided to acquaint the college community with the services available and use of the various equipment.

Media Services Center

The Media Services Center is located in Hardy Hall and includes the Learning Center, the television studio, and the audio and film production facilities.

The Learning Center houses a multimedia library with over 1,000 program titles, 50 study carrels equipped for self-paced individual study, and two viewing rooms which can be scheduled for classes or group meetings.

Instructional support services include the delivery of equipment and programs to the classrooms, a check-out system for students and faculty, audio and video cassette duplication, and instructional media production.

The production facilities of the Media Services Center are also used to produce public information programs for the college and to support classes in film making, television, radio production, and broadcast journalism.

Education Center

The Education Center, in Hardy Hall, contains the Curriculum Laboratory, Learning-Diagnostic Center and micro-teaching rooms. Students in the School of Education use these resources as an extension of classroom activities. The Diagnostic Center provides for evaluation of individuals with learning disabilities, behavior disorders, and other handicapping conditions.

Psychology Clinic

A full range of psychological services is available to members of the general public and Augusta College students through the Psychology Clinic. At various times in a person's life, he or she may need to work with a trained professional. Services in the Psychology Clinic are delivered either by a supervised master's degree candidate, or by professional psychologists holding the doctoral degree. The clinic generally operates on weekday afternoons. Currently enrolled students are entitled to a reduced rate.

Continuing Education

Augusta College offers a wide variety

of short courses, conferences, lectures, workshops, and seminars designed for the general public.

There are no admission requirements to these non-credit programs.

The Office of Continuing Education can also design training and professional development programs for business and industry, as well as coordinate state and regional conferences.

The Continuing Education Unit is awarded for satisfactory completion of a professional development program. Permanent records are maintained by the office and transcripts are available upon request.

For further information, call or write the Office of Continuing Education.

Major Support Groups

Augusta College Foundation

The Augusta College Foundation was established in 1963 to further the interests of Augusta College and to provide support for the college in those areas not supported by state or governmental appropriations. The sole object and purpose of the Foundation is the establishment and administration of an endowment fund for the benefit of Augusta College. These funds are used for educational purposes only. Individuals or organizations who are interested in contributing to the college and obtaining more information concerning the Foundation should contact the Office of Development.

Alumni Association

The association is composed of former students and graduates of Augusta College. It is governed by an executive board. The Director of Alumni Affairs acts as liaison between the alumni and the college. The association's two main goals are to arrange activities designed to maintain close relationships among alumni, classmates and the college, and to participate in supporting the college through gifts to the annual fund and assistance with the business fund drive. A complimentary one-year active membership is given each graduate. Other alumni achieve active status

by making annual gifts. The alumni offices are located in the Maxwell House.

Athletic Association

The Augusta College Athletic Association is organized to encourage participation of the student body and other interested parties in the athletic and physical education programs of the college.

Service Centers

Center for the Creative Arts

The Augusta College Center for the Creative Arts (ACCCA) provides quality instruction in music and the other arts for reasonable fees to persons in the Greater Augusta area. The ACCCA is located in the Fine Arts Center and is administered by the Department of Fine Art in conjunction with the Office of Continuing Education. Four terms of instruction run concurrently with the college quarters. Instruction is offered in individual applied music lessons, music theory, music appreciation, Youth Orchestra, and Youth Wind Symphony. Public concerts and recitals are scheduled each quarter.

C.S.R.A. Small Business Development Center

The Small Business Development Center is a part of a statewide network established to assist small business owners and managers by providing counseling, technical assistance, and training. The center, which is headquartered on the Augusta College campus, is financed by state and federal funds under a memorandum of agreement with the University of Georgia.

The center focuses the resources of the Augusta College School of Business Administration, the business community, and the government on the problems and opportunities of small businesses. It provides free individual counseling to small business owners and conducts a wide range of small business-oriented seminars and workshops. The center provides Augusta College business students with an opportunity for "real life" business experience through internships and case counseling opportunities.

Research Center

The Research Center is a nonprofit organization established to serve the Central Savannah River Area. The center is an integral part of Augusta College and utilizes the expertise of the faculty and staff.

The center provides all types of survey research. Specific survey services offered include political surveys, market research, and other data collection and analysis projects.

A benefit to the college is student involvement in research activity. Many of the projects are of a type that permit students to serve effectively as support personnel.

The center is self-supporting, depending upon users' fees charged the clientele.

Endowed Professorships

The Callaway Chair

The Fuller E. Callaway Professional Chair at Augusta College was one of 40 such chairs at 33 colleges and universities in Georgia created in September 1968 by the Callaway Foundation. A \$10 million trust fund was established to aid colleges in retaining superior faculty members. Augusta College chose philosophy as the field for its first endowed chair.

The Maxwell Chair

The Grover C. Maxwell Chair of Business Administration was established by the three sons of Grover Cleveland Maxwell, Sr. A \$150,000 trust fund was established to promote and encourage teaching proficiency and high scholastic attainment at Augusta College. The Maxwell Professor of Business Administration is selected by the President of Augusta College with the advice of a special committee.

Alumni Professor of Business Administration

The Alumni Professorship of Business Administration was created in 1979 and is jointly funded by the Augusta College Alumni Association and the Augusta College Foundation. The Professorship was established to aid the School of Business Ad-

ministration in recruiting and retaining an outstanding faculty scholar or business executive-in-residence.

Special Programs

Cullum Lecture Series

Each spring Augusta College offers an inter-disciplinary educational program referred to as the Cullum Lecture Series. It often deals with non-Western cultures, focusing on a specific country through visiting scholars, films, theatrical productions, and art exhibits. Occasionally, the program's format is modified to include a study of our own culture and society. The program is made possible by a grant from the Cullum Foundation of Augusta and is open to the community.

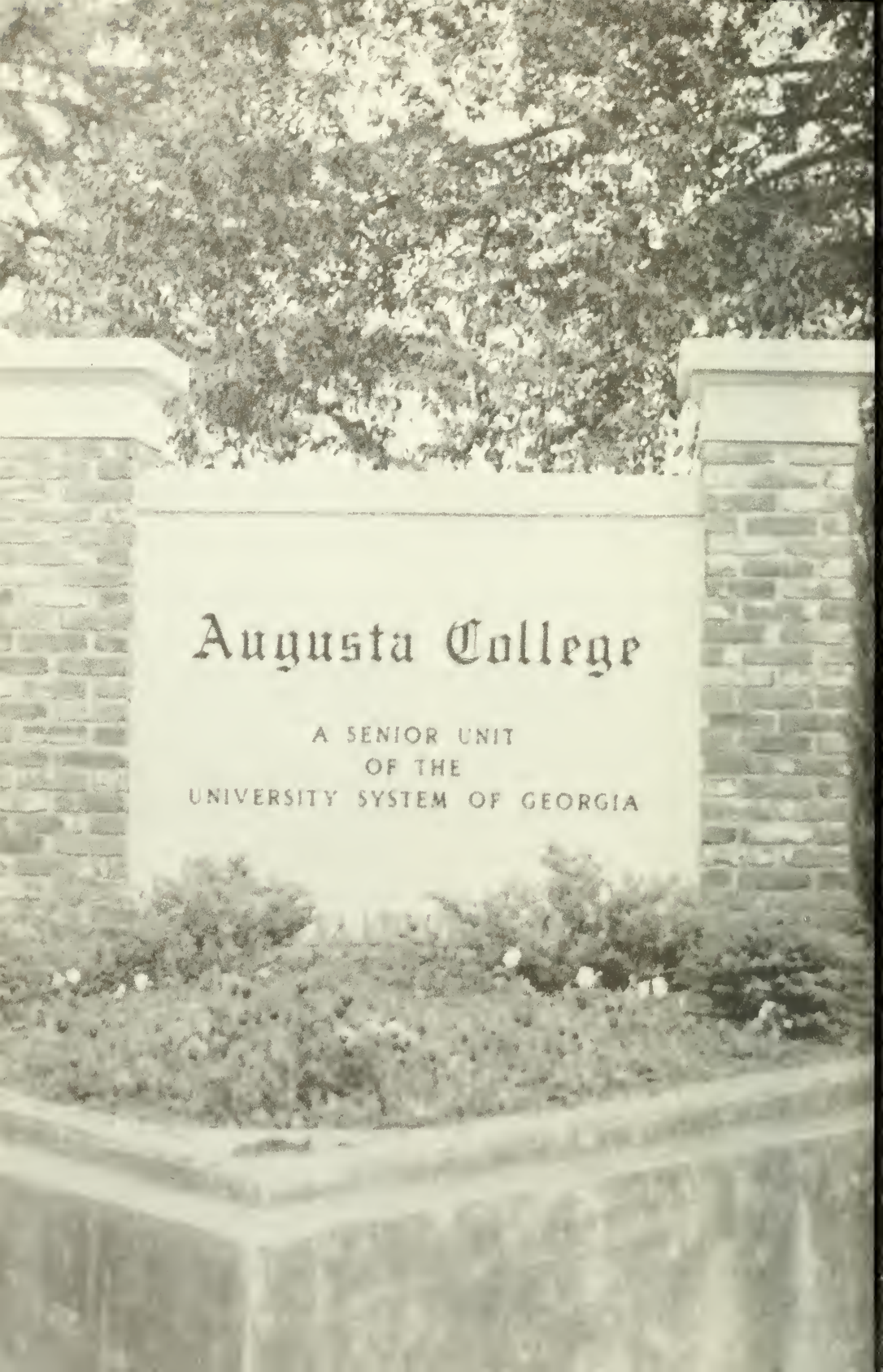
Cullum Visiting Scholar Program

The Cullum Visiting Scholar program was initiated in January 1968 following announcement by the Cullum Foundation of an annual gift to the college to enable it to invite to its campus outstanding men and women who are widely known in their respective fields. The visiting scholars provide lectures, seminars for faculty and students, addresses to the student body and to the public, and conferences in their fields of expertise.

Lyceum Series

Historically, the Lyceum was the place in Athens, Greece, where Aristotle taught and interacted with his students. The Lyceum was the scene of intellectual excitement and stimulation. The teacher, Aristotle, was the finest in the ancient world; the curriculum was the sum total of human knowledge.

The Augusta College Lyceum Committee was formed with the spirit of the ancient Lyceum in mind. The committee has always striven to present to the Augusta College community the finest in stimulating and entertaining lectures, debates and plays. Every year the committee spends long months planning and preparing its presentation to the college community. The result has been a series of uniformly high quality.

A black and white photograph of a large, rectangular stone sign mounted on a brick wall. The sign is light-colored and features the text 'Augusta College' in a large, stylized serif font. Below this, in a smaller, plain sans-serif font, are the words 'A SENIOR UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA'. The sign is flanked by two brick pillars. Above the sign, a large, leafy tree branches out over the wall. Below the sign, there is a low stone wall and some dense foliage.

Augusta College

A SENIOR UNIT
OF THE
UNIVERSITY SYSTEM OF GEORGIA

Expenses and Business Regulations

General Business Regulations

Expenses are charged and payable by the quarter since each quarter constitutes a separate unit of operations. A student may enroll at the beginning of any quarter.

To insure sound financial operation and conformity with the policies of the Board of Regents, certain regulations must be observed.

All payments are to be made to the Business Office. Fees and charges may be paid in cash or by check. Tuition payment may also be made by Mastercard or Visa. If a check given for a student's bill is not paid on the presentation to the bank on which it is drawn, a payment of a \$15.00 service charge will be required. Other returned checks will also require the payment of a \$15.00 service charge. **Fees and charges are subject to change at the end of any quarter.**

Registration at the beginning of each quarter is not complete until all general fees have been paid and no student may be admitted to classes without having met his or her financial obligations.

Augusta College reserves the right to withhold all records (diplomas, transcripts, etc.) and/or disenroll students who fail to meet financial obligations to Augusta College.

Application Fee

A fee of \$10.00 must accompany a prospective student's application for admission. This fee is not refundable and does not apply toward registration or matriculation fees.

Matriculation Fee

The matriculation fee is charged to each student. The fee for 12 quarter hours or more is \$367.00 per quarter. The fee for fewer than 12 quarter hours is \$31.00 per quarter hour.

Out-of-State Fees

The fee for 12 or more quarter hours for a nonresident of Georgia is \$1101.00 (including the \$367.00 matriculation fee) per quarter in addition to all regular fees. The fee for fewer than 12 quarter hours for a nonresident of Georgia is \$94.00 (including the \$31.00 matriculation fee) per quarter hour. (See page 25 for classification of a student as a resident or a nonresident, and contact the Office of Admissions or Student Records for more information about establishing legal residence in Georgia.)

Student Services Fee

A quarterly \$20.00 Student Services Fee is charged to each student. This fee defrays expenses for essential student services not covered in the instructional and educational budget.

Athletic Fee

A quarterly \$30.00 Athletic Fee is charged to each student. These funds support the men's and women's varsity athletic programs.

Motor Vehicle Registration Fee

Adequate parking facilities are provided for the convenience of the large number of students commuting from neighboring towns.

All motor vehicles must be registered. Parking permits are available in the Public Safety office. An annual permit, which is valid for the academic year, costs \$8.00. A second permit costs \$1.00.

The College assumes no responsibility for any damage to or loss of a motor vehicle or other personal property from within a motor vehicle parked on campus.

Late Registration

Any student who does not register and pay fees at the time designated for registration in the College Calendar is charged a late Registration Fee of \$15.00.

Graduation Fee

A \$15.00 fee is charged each graduate for an associate or bachelor's diploma. This is payable when the student applies for graduation - - no later than the mid-term date of the quarter preceding the final quarter of course work.

The fee is \$20.00 for the master's or Specialist in Education diploma. This is payable at the time the student applies for graduation no later than the mid-term date of the quarter preceding the final quarter of the course work.

Transcript Fee

A student who has discharged all financial obligations to the college may receive on request and without charge one transcript of his full academic record. Each additional transcript costs \$1.00.

Change of Schedule Fee

A \$4.00 fee is charged for each schedule change made by the student after registration. No charge is made if the change is initiated by the college.

Music Fees

Private instruction in piano, organ, orches-

tral instruments, voice, or composition, two one-half hour lessons or one 1-hour lesson each week, for two quarter hours credit, costs \$45.00 in addition to the matriculation fee.

Secondary applied music instruction, consisting of a one-half hour lesson per week for one quarter hour credit, costs \$25.00 in addition to the matriculation fee. There is no special music fee for class piano.

An Augusta College student may enroll in applied music instruction on a space available basis upon payment of the music fee.

Other Expenses

In estimating costs of attending Augusta College, a student should consider these miscellaneous expenses: (1) books and supplies, particularly for courses such as art, nursing, engineering drawing, and biology, which require special supplies; (2) an official uniform for anyone enrolled in physical education or nursing.

Summary of Fees

**Application Fee, non-refundable
(all new admissions) \$10.00**

General Fees (per quarter)	Residents of Georgia	Non- Residents
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Matriculation Fee		
12 or more quarter hours	\$367.00	\$1101.00
Fewer than 12 (per hour)	31.00	94.00

Student Services Fee	20.00	20.00
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Athletic Fee	30.00	30.00
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Privilege Fee (as applicable) All Students	
Late Registration	15.00
Graduation	
—Undergraduate Student	15.00
—Graduate Student	20.00
Transcript, first one free, each additional	1.00
Change of Schedule	4.00

Course Credit by Examination, per hour	3.00
Motor Vehicle Registration Fee	8.00

Refunds

Official Withdrawal from College. Re-funds will be made before the end of the quarter in which the withdrawal is made. A student who officially withdraws with a clear record within the time specified after the scheduled registration date may receive a refund of mandatory student fees as indicated:

Time of Withdrawal....	Percent Refunded
Not more than one week	80%
Not more than two weeks	60%
Not more than three weeks	40%
Not more than four weeks	20%
More than four weeks	0%

Student Medical Withdrawals

A student may be administratively withdrawn from the college when in the judgment of the director of student affairs and the college physician, if any, and after consultation with the student's parents and personal physician, if any, it is determined that the student suffers from a physical, mental, emotional or psychological health condition which: (a) poses a significant danger or threat of physical harm to the student or to the person or property of others or (b) causes the student to interfere with the rights of other members of the college community or with the exercise of any proper activities or functions of the college or its personnel or (c) causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the student conduct code and other publications of the college.

Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to final decision concerning his or her continued enrollment at the college.

Unofficial Withdrawal from College. No refund will be made to a student who withdraws from college without filing official withdrawal forms with the Registrar's Office.

Reduction in Course Load Initiated by the College. If the college drops a course from the quarter's schedule, each student affected will be refunded the difference between total fees paid and charges on the course work remaining.

Reduction in Course Load Initiated by the Student. Any refund of mandatory student fees pertains to withdrawal from the institution, not to dropping of individual courses.

Any preregistered student withdrawing prior to the official registration date will be refunded all fees paid.

Residence Classification

If a student is over 18 years of age, he or she may register as a resident student only upon showing Georgia residency for at least twelve months prior to the registration date. Any period of time during which a person is enrolled as a student in any educational institution in Georgia may not be counted as a part of the twelve months' domicile and residence herein required when it appears that the student came into the state and remained in the state for the primary purpose of attending a school or college.

A student who is under 18 years of age when seeking to register or re-register at the beginning of any quarter will be accepted as a resident student only upon presenting evidence that the supporting parent or guardian has been legally domiciled in Georgia for a period of at least twelve months immediately preceding the date of registration or re-registration.

In the event that a legal resident of Georgia is appointed as guardian of a nonresident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of appointment, and then only upon proper evidence that such appointment was not made to avoid payment of the nonresident fee. If the parents or legal guardian of a minor changes residence to another state following a period of residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the

twelve months' period, the student may continue registration only upon payment of fees at the nonresident rate.

In the event that a person who is a resident of Georgia and who is a student in an institution of the University System marries a nonresident of the state, the student will continue to be eligible to attend the institution on payment of resident fees, provided that the student's enrollment is continuous and State of Georgia residency is maintained.

If a person who is not a resident of Georgia marries a resident of Georgia, the non-resident will not be eligible to register as a resident student in a University System institution until he or she has lived in the State of Georgia for a period of twelve months immediately preceding the date of registration.

Nonresident graduate students who hold assistantships that require at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.

A student is responsible for registering under the proper residency classification. A student classified as a nonresident who believes that he/she is entitled to be reclassified as a legal resident may petition the Registrar for a change in status. The petition must be filed no later than sixty (60) days after the quarter begins in order for the student to be considered for reclassification for that quarter. If the petition is granted, reclassification will not be retroactive to prior quarters. The necessary forms for this purpose are available in the Registrar's Office.

Military Personnel

Active duty military personnel and their spouses and legal dependents stationed in Georgia may qualify for waiver of non-resident tuition. Military personnel should contact the Education Center at their installation for information about current financial and other assistance available to them as members of the armed forces. All military personnel planning to use military tuition assistance programs to defray expenses associated with matriculation at Augusta College should be sure to coordi-

nate with the Director of Admissions for guidance as to procedures.

Veterans' Education Benefits

See statement on page 36 and contact the Office of Veterans' Affairs for further information.

Foreign Students

Foreign students who attend institutions of the University System under the sponsorship of recognized civic or religious groups may be enrolled upon the payment of resident fees, provided the number of such foreign students in any one institution does not exceed the quota approved by the Board of Regents for that institution.

All aliens shall be classified as non-resident students provided that an alien who is living in this country under a visa permitting permanent residence or who has filed with the proper federal immigration authorities a Declaration of Intention to become a citizen of the United States shall have the same privilege of qualifying for residence status for fee purposes as has a citizen of the United States.

In addition to the regular admission requirements, students from countries whose native language is other than English must present evidence that their ability to speak, read and understand English is adequate to undertake academic studies. Scores from the "Test of English as a Foreign Language" are used to determine proficiency. Test scores should be furnished the Admissions Office at the time of application.

Foreign students must, prior to admission, furnish evidence that they have sufficient funds to defray living expenses in the United States and the required college matriculation fees.

Teachers

Full-time teachers in the public schools of Georgia and their dependent children may enroll as students in University System institutions on the payment of resident fees.

Employees

All full-time employees in an institution of the University System, their spouses, and minor children may register for courses on the payment of resident fees, even though the employee has not been in residence in Georgia for a period of twelve months.

Senior Citizens

All persons 62 years of age or older are eligible to enroll in units of the University System free of charge on a space available basis. Additional information concerning this type of enrollment may be obtained from the Office of Admissions.

Financial Assistance for Students

Assisting all qualified students in obtaining a college education, regardless of their economic circumstances, is the goal of Augusta College's Financial Aid Office. The primary responsibility for financing a college education should be assumed by the student and his family. A student who needs financial assistance is expected to work for and borrow a reasonable portion of the funds needed to meet expenses. The student's family is expected to make a maximum effort to assist in the payment of the expenses involved.

Financial assistance is available from a variety of federal, state and private sources. There are basically three types of aid: gift assistance (grants and scholarships), loans and employment. An eligible student may receive one or more types of aid.

Forms and information concerning applications or assistance are available from the Office of Financial Aid. To apply for assistance, a student must submit an Augusta College Application for Aid and file a Financial Aid Form with the College Scholarship Service. No award is made until the applicant has been officially admitted to the college. Students are urged to apply for aid in January or February of the calendar year they plan to enroll. Applications completed by April 1 will be given priority in awarding fall quarter aid. Aid is not normally available for a new student entering the summer quarter. A

student attending only during the summer quarter is not eligible for aid programs administered by the college.

To be eligible to receive aid under any of the federal programs, a student must (1) be accepted for or enrolled at least half-time in a program leading to a degree; (2) be a citizen of the United States or be in the United States for other than a temporary purpose and intend to become a permanent resident thereof, or be a permanent resident of the Trust Territory of the Pacific Islands; (3) demonstrate financial need; and (4) be making satisfactory progress in the course of study being pursued.

Grants

Federal Nursing Scholarship. Gift aid, no repayment required. Available to students in the Nursing Program who demonstrate financial need. Financial Aid Form is required.

Georgia Student Incentive Grant (SIG). Gift aid, no repayment. Available to full-time undergraduate students who meet the residency requirements set forth by the State of Georgia. Eligibility is determined by the state government and is based on need. The Georgia Student Grant Application and the Financial Aid Form are required.

Law Enforcement Personnel Dependents Grant (LEPD). Non-repayable grants available to eligible Georgia residents who are dependent children of law enforcement officers, prison guards, or firemen who were permanently disabled or killed in the line of duty. The Georgia Student Grant Application and the Financial Aid Form are required.

Pell Grants (formerly BEOG). Federal program offering gift assistance to eligible undergraduate students who have not already earned a bachelor's degree. All undergraduate students requesting aid are required to apply. Eligibility is determined by the federal government. Apply on the Financial Aid Form.

Supplemental Education Opportunity Grant (SEOG). Gift assistance available on a limited basis to undergraduate students who have not earned a bachelor's

degree. Priority is given to full-time students who demonstrate financial need. The Office of Financial Aid determines eligibility based on the Financial Aid Form need analysis.

Loans

CSRA Veterans Foundation Emergency Loan Fund. Short-term emergency loans available to veterans and their dependents who have been residents of the CSRA for at least one year and who have legitimate financial emergency affecting them as students at Augusta College. Apply through the Office of Financial Aid.

Georgia Society of CPA's Educational Foundation Loan. A private low-interest loan program for junior or senior students majoring in accounting and planning a career in public accounting. The student must have the endorsement of a faculty member familiar with his or her work. For application and information contact: Educational Foundation of the Georgia Society of CPA's, Suite 1980, Tower Place, 3340 Peachtree Road, N.E., Atlanta, GA 30326.

Guaranteed Student Loan. Low interest (8%) educational loans available to graduate and undergraduate students through a bank, savings and loan, credit union, or Guaranteed Student Loan agency in the student's state of legal residence. Repayment begins 6 months after the student ceases to be enrolled at least half-time. A Georgia resident may borrow directly from the state agency if unable to obtain the loan from local lenders. The Guaranteed Student Loan Application and Needs Test are required.

Hull, James M. Rotary Educational Fund, Inc. For information contact the Office of Financial Aid.

National Direct Student Loan (NDSL). Long term, low interest (5%) loans available to graduate and undergraduate students. Repayment begins 6 months after student ceases to be enrolled at least half-time. In some instances, teachers of handicapped students or teachers in schools designated as low income (Title I Schools) may cancel a portion of their loans through service. Eligibility is determined by the Office of Financial Aid based on the Financial Aid Form need analysis.

Nursing Student Loan. Federally funded low interest (6%) loans available to students who are enrolled in the nursing program. Repayment begins nine (9) months after the student leaves the nursing program. Eligibility is based on the Financial Aid Form need analysis. Contact the Office of Financial Aid for details.

Pickett and Hatcher Education Fund. A private, low interest loan program for full-time undergraduate students seeking a liberal arts education. For application and information contact: Pickett and Hatcher Education Fund, P.O. Box 8169, Columbus, Georgia 31908.

Parent Loan for Undergraduate Students (PLUS). A loan program to assist parents, regardless of income, with their children's undergraduate costs at eligible schools. Changes in the program have extended eligibility to independent undergraduate students and graduate students. Contact the Office of Financial Aid for details.

SGA—Kiwans Club Emergency Loan Fund. A short-term emergency loan available from the Office of Financial Aid offering a limited amount of money. Loans must be repaid within the quarter in which the loan is made. The emergency loan cannot be used two quarters in succession.

State Direct Student Loan. Service-cancellable loans made by the State to Georgia residents enrolled in approved career fields where personnel shortages exist in the State. Applicants for the service-cancellable loans must meet ONE of the following criteria:

- Be accepted for admission or enrolled in an approved critical field of study. (At Augusta College those fields include Nursing, Medical Technology, and Health Administration.)
- Be pursuing certification in an approved teacher training program. (At Augusta College these fields include Math, Science, and Special Education.)
- Be a member of the Georgia National Guard.

In addition to the service-cancellable loans, the State offers cash-repayable loans to students who are unable to obtain a guaranteed student loan from local lenders.

Contact the Office of Financial Aid for details and application forms.

Wiggins, Stewart L. Memorial Fund. Applicants must submit a financial aid statement and have an undergraduate grade point average of at least 2.50 or a graduate grade point average of 3.0. The loan is for approximately \$300.

Work

College Work-Study Program (CWSP). A federal need-related aid program which provides part-time work to graduate and undergraduate students enrolled at least half-time. The Office of Financial Aid determines eligibility and handles placement of students in jobs on campus or at approved off-campus locations. The Financial Aid Form need analysis is required.

Cooperative Education. In the co-op program, a student alternates between periods of full-time academic study and full-time employment in career-related assignments. Contact the Placement Office for details.

Graduate Assistant Program. A limited number of assistantships are available to graduate students each year. Address inquiries to the school or department concerned.

Job Location and Development Program (JLD). A program financially sponsored by the Office of Financial Aid but administered by the Career Planning and Placement Office to help students with their job search. The purpose of the JLD program is to expand job opportunities for all students enrolled in school who desire to work, regardless of their financial need. Contact the Placement Office for more information.

Student Assistant Program. On-campus jobs, financed by the college, are also available. Each department has its own funds for this program. Inquiries should be made directly to departments having vacancies.

Scholarships

Student financial aid is often provided by community agencies, foundations, corporations, religious organizations, civic groups and cultural groups. This section describes

many of the scholarship programs available to Augusta College students.

You are encouraged to explore other financial aid opportunities. Your family background, affiliations and activities may provide keys to other sources of assistance. The American Legion's publication, "Need a Lift?" or other publications in the school library or guidance office will assist you in obtaining comprehensive information on scholarship programs.

For additional information about the following scholarships, contact the Office of Financial Aid.

Alpha Delta Kappa. Anita Nichols Music Scholarship.

American Association of University Women. Awarded to a female undergraduate junior or senior on the basis of academic achievement, financial need, and potential for success.

American Business Women's Association Charter Chapter. Awarded to a female undergraduate student on the basis of scholastic ability and need.

American Business Women's Association Essence Chapter.

American Business Women's Association Golf Capital Chapter. Awarded on the basis of scholastic ability and need to a full-time female student.

American Legion 40 and 8 Society.

American Society for Quality Control.

A merit scholarship for business, math, or science majors who have completed at least one-half of their degree program with an overall GPA of at least 3.0. Applicants must express an interest in the field of quality control. Contact Engineer DOE, P.O. Box A, Aiken, S.C. 29802.

Amvets Auxiliary Department of Georgia.

Armed Forces Communications and Electronics Association. One-year tuition scholarships subject to renewal. Eligibility requirements are enrollment in any ROTC course and pursuit of a baccalaureate degree in a high technology program. Contact the Department of Military Science.

Army Emergency Relief. Scholarships and loans to dependent children of army members, activity duty, retired and deceased, for full-time undergraduate study.

Based on financial need. Contact National Headquarters, AER, Dept. of the Army, 200 Stovall Street, Alexandria, Va. 22332.

Army R.O.T.C. Scholarships. Four, three, two-year full scholarships awarded to students enrolled in military science who possess outstanding scholastic ability and leadership potential. Recipients receive all tuition and fees, books, and supplies, plus \$100 per month stipend. Contact the Department of Military Science.

Art Faculty Scholarship. Awarded to an incoming freshman majoring in the field of art. Award is based upon proven talent and accomplishment in art.

Augusta Area Purchasing Management Association. Awarded to an entering freshman or an enrolled student who is pursuing a degree in business or economics. Selection is based on academic achievement. Contact the Director of Financial Aid.

Augusta Association for Retarded Citizens. Awarded to a junior, senior, or graduate student, or a student already employed in the field of retardation who is majoring in a field related to servicing the needs of retarded citizens. Contact the Office of Admissions.

Augusta College Athletic Scholarships.

Augusta College Faculty Scholarship Fund. Established by the Augusta College Faculty to reward outstanding academic performance. Selection is based upon the high school academic record and extracurricular activities. Students in the CSRA in the top five percent of their class are encouraged to apply through their high school guidance counselor.

Augusta Jaycees. Awarded to the finalists in the Miss Augusta Beauty Pageant.

Augusta Junior Woman's Club. Awarded to a female student on the basis of academic record and need.

Augusta Woman's Club. Awarded to a deserving male or female student.

Avery, Viola Scholarship Fund. A church-oriented scholarship fund at the Piney Grove Baptist Church, Dearing, Georgia.

Bailey, Paul B. Scholarship. Awarded to a participant in the private enterprise scholars program on the basis of a paper written on the subject of private enterprise.

Barger, Janice V. Memorial Scholarship. Awarded to graduates of Richmond County high schools who plan to enter the field of vocational or business education. Excellence in scholastic work and financial need are considered.

Bell, John C. V., Sr. Memorial Scholarship. Awarded to an outstanding ROTC student from the Academy of Richmond County. Contact the Director of Financial Aid or the high school counselor.

Bigbie, Alethia Scholarship. Awarded to graduates of the Academy of Richmond County on the basis of scholastic achievement and need. Contact the principal of the Academy of Richmond County.

Broadway Baptist Church.

Burn Nursing Scholarship. Awarded to a nursing student who desires to enter the field of burn nursing. Contact the Director of Nursing at Humana Hospital for details.

Business and Professional Women's Foundation. Awarded to a graduate or undergraduate female, 25 or older, who is within 24 months of graduation and has demonstrated need.

Butler Boosters Club. Awarded to a Butler High School athlete who has exhibited outstanding character in academics, leadership, and athletics.

Byrd, Mary S. Fine Arts Award. Awarded annually to an entering art or music major from Evans High School. Award is based upon a competitive audition or art portfolio.

Charm and Goodloe—Yancey Foundation. Awarded to children of Yancey Brothers Foundation employees.

Chick Fil-A. Awarded to undergraduate or graduate students who are employed by Chick Fil-A.

Christ Episcopal Church. A church-oriented scholarship financed through the Byllesby Fund of Christ Episcopal Church.

Civitan Club of Augusta. Established to build good citizenship in the community through the continuation of education of youth. Awarded to a local student on the basis of academic merit.

Cobb, Ty Educational Foundation. Awarded to students who are Georgia residents, single, have at least sophomore standing, demonstrate financial need, and

have a "B" average or better. Applications available from: Ty Cobb Foundation, 6354 Long Island Drive, N.W. Atlanta, Georgia 30328.

Columbia County Exchange Club.

Cooper, William F. Scholarship.

Awarded to an undergraduate female student on the basis of need, academic achievement, and extracurricular activities. Contact the Trust Department, Savannah Bank and Trust Company, Savannah, GA 31412.

Coors Veterans Memorial Scholarship Program. Awarded to first-year, full-time students, under the age of 22, who have a 2.75 or better GPA and who are dependents of honorably discharged veterans.

Cumming, Joseph B. Scholarship in History. Established by Mrs. Joseph B. Cumming in memory of her husband, who was a distinguished attorney and historian, and awarded to a student majoring in history on the basis of academic and extracurricular achievement and good character.

Delta Kappa Gamma Beta Lambda Chapter. Awarded to a full-time student who has been admitted to the teacher education program. Based on scholastic excellence and need.

Delta Kappa Gamma Rho Chapter. Awarded to a female who is a junior or senior education major on the basis of scholastic achievement and need.

Dent, Magruder.

Drake, Kelley Memorial Scholarship.

Awarded annually to a music major with preference given to a vocalist or clarinetist. Selection based upon musical talent, dedication, and citizenship. Contact the Chairman of the Department of Fine Arts.

Draudy Graduate Assistantship in Business Administration. An assistantship for a minimum of 10 hours per week of non-clerical work awarded to a graduate student in the MBA Program on the basis of need and academic merit. Contact the School of Business Administration.

Duncan, Harvey Memorial Scholarship.

Awarded to a graduate of a Richmond County high school, or a teacher or other employee of the county public school system, who intends to remain in the field of professional education. Based on scholastic excellence.

Contact the Director of Financial Aid.

Eastern Star Alice Warren Chapter.

Awarded to a female graduate of Butler or Glenn Hills High School. Selection is based on academic merit and need.

Eastern Star Prince Hall Chapter.

Evans High School Science Club.

Awarded to a senior member of the Evans High School Science Club based on academic record and extracurricular activities, especially those related to science.

Fort Gordon NCO Wives Club. Awarded to a deserving student.

Fort Gordon Officers Wives Club. Recipients selected by the organization from CSRA high school seniors who are military dependents with high scholastic rating and financial need. One-year tuition scholarship.

Frickey, Robert E. Sociology Scholarship. Awarded to a sociology major. A renewable one-quarter tuition aid scholarship based on the merit of the applicant. Applications may be made through the Department of Sociology and Anthropology.

Garrett, T. Harry Scholarship Fund.

Awarded to a female graduate of Richmond Academy with preference given to one having attended Tubman Middle School.

Georgia Federal Savings and Loan.

Awarded to an entering freshman who is a resident of Georgia, graduating from an accredited high school of Richmond, Burke, Columbia, or Jefferson County, majoring in Business Administration. Selection is based on high scholastic ability, extracurricular activities, and demonstrated financial need.

Georgia Forestry Association. Awarded to the winner of the Miss Georgia Forestry Pageant.

Georgia Governor's Scholarship Program. Awarded to graduating high school seniors selected as Georgia scholars who will be attending college in Georgia. Selection is based on academic merit, extracurricular activities, and leadership. Contact the high school counselor.

Georgia PTA Education Scholarship.

Awarded to worthy high school graduates who are preparing for work in a youth-related field in Georgia. Contact the State PTA Office, 114 Baker St., N.E., Atlanta, Georgia 30308.

Georgia Rotary. Awarded to a foreign student.

Georgia Trust Scholarship. Awarded to undergraduate or graduate Georgia residents who have completed at least one year majoring in historic preservation or related fields. Selection is based on academic achievement, character, and need. Contact: Georgia Trust For Historic Preservation, 11 Baltimore Pl. N.W., Atlanta, Georgia 30308.

Girls Center. Awarded to a young woman who has participated in the activities of the Girls Center.

Gregg, William Graniteville Scholarship. Awarded to members of families whose principal occupation is employment by Graniteville Company, Community Services, Inc., Gregg Park Civic Center, or C. H. Patrick and Company, Inc. Based on academic achievement, economic need, and overall potential.

Gunn, Frances Cecil Nursing Scholarship. Awarded to a deserving second-year nursing student. Contact the Chairman of the Nursing Department.

Harley, John Jr. Memorial Scholarship. Awarded to a full-time graduate or undergraduate student. Selection is based on academic achievement, need, and potential.

Harmony Baptist Church.

Ivey, O. Torbett. Awarded to a handicapped student. Contact the Associate Dean of Students.

J. B. White Literary Award. Awarded annually to each of the first place winners in the senior high school essay, poetry, and short story contests.

Key Women of America.

Kiwanis Club of Augusta. Awarded to a student who resides in the Augusta vicinity on the basis of academic excellence and need.

LeRoy, H. F. Memorial Scholarship. Awarded to a deserving full-time undergraduate student on the basis of academic achievement and need.

Leshner, Patricia Smith Scholarship. Awarded to an English major who has demonstrated the abilities to read literature sensitively, pursue literary research, and study profitably and express a moral commitment to fund a similar scholarship

in the future should his/her financial position permit. Applicants must have completed English 101 and 102 or 111 and the sophomore humanities requirement. Contact the Department of Languages and Literature.

Lester, William M. Scholarship. Sponsored by the Exchange Club of Augusta. Four-year tuition scholarships awarded to undergraduate students who are residents of the CSRA. Based on academic achievement and financial need. Students must maintain a 2.5 grade point average.

M.A.J.A.C. Awarded to a worthy graduate student, preferably seeking a Master of Business Administration. Contact the Director of Financial Aid.

Marbut Foundation. Awarded to an entering freshman student who graduated from high school in the CSRA and who is majoring in business administration. Based on academic excellence. Contact the Director of Financial Aid.

Maxwell Music Scholarship. Awarded to music majors with selection by the music faculty, based on musical talent, vocal or instrumental achievement, and academic record. Contact the Chairman of the Department of Fine Arts.

Maxwell, William T. Merit Scholarship. Established in memory of Mr. William T. (Billy) Maxwell and awarded to an outstanding student in Business Administration. Normally, the scholarship will be awarded to a full-time student who is a rising junior. Assuming satisfactory academic performance, the recipient will continue to hold the scholarship until graduation.

McCollum, Louise Smith Scholarship. Awarded to an entering freshman on the basis of scholastic achievement and academic potential. Extracurricular activities and community involvement are considered. Contact the Director of Financial Aid.

McCullough Scholarship.

Mixon, Richard Timothy Scholarship. Awarded to a full-time student of at least sophomore standing who is a chemistry or pre-med major. Selection is based on scholastic ability and dedication to a scientific career. Applications available from the Chairman of the Department of Chemistry and Physics.

Music Faculty Scholarship. Awarded to an incoming freshman music major. Audition forms available from the Department of Fine Arts.

National Association of University Women.

National Hills Lions Club Scholarship. Awarded to an incoming freshman from a local high school in the CSRA who has good character, good scholastic ability, and a desire to benefit the community.

National Merit Scholarship. Offered to undergraduate students who qualify on the PSAT and the National Merit Scholarship Qualifying Test. Contact the high school counselor for further information.

Nationwide Lending Group.

Norman, Jessye Voice Scholarship. Awarded to an upper-level vocal music major. Contact the Chairman of the Department of Fine Arts.

OPIDS/Lions Club Scholarship. Awarded to a handicapped student. Contact the Associate Dean of Student Affairs.

Optimist Club of Augusta Scholarship. Awarded to a full-time undergraduate student on the basis of need and academic merit.

Outreach Inc.

Parents Without Partners.

Penny Arts.

Pierce, Hilda Evans Scholarship— Given by Franklin H. Pierce in honor of his wife Hilda and children, Mariam P. Brown and Melissa P. Beaver. Based on financial need and academic achievement.

Pilot Club Scholarship. Awarded to deserving women students majoring in business administration or nursing or other allied health science. Based on academic excellence, need and extracurricular activities.

President's Scholarship. For details contact the Director of Financial Aid.

Professional Secretaries International—Fairways Chapter. Awarded to a business administration or education major.

Rankin, Jeanette Foundation Award. Assistance offered to women, aged 35 or older, who wish to pursue a formal program of education to prepare for work. Application available from: Jeanette Rankin Foundation, P. O. Box 4045, Athens, GA 30602.

Regents' Opportunity Scholarship. A state program for historically disadvantaged students who are residents of Georgia enrolled full-time in a graduate degree program. Contact the Director of Financial Aid for details.

Regents' Scholarship. Institutions nominate candidates to the Board of Regents of the University System of Georgia. To be eligible for consideration, a student must be a full-time student, a resident of Georgia, rank academically in the upper 25% of his or her college class, and demonstrate financial need. Recipients may repay in cash or by working in Georgia. Financial Aid Form analysis required. Contact the Director of Financial Aid.

Richmond County Association of Educational Office Personnel. Awarded to a graduating senior from a high school in Richmond County who plans to major in business education and pursue an office-related career. Based on academic merit.

Robertson, Joe Mays Scholarship Fund. Awarded to a math major on the basis of academic merit and need. Apply through the Department of Math and Computer Science.

ROTC Basic Camp Two-Year Scholarship Program. Two-year scholarships for students attending ROTC basic camp at Fort Knox, Kentucky. Eligibility for basic camp attendance requires the student to have a 2.0 GPA, with a minimum of 45 quarter hours and two academic years remaining upon completion of basic camp, be a U.S. citizen, and meet the age requirements. The scholarships are awarded based upon academic achievement and performance at basic camp. Contact the Department of Military Science.

Sancken, George A. Scholarship. Awarded to an undergraduate student who is a resident of the CSRA on the basis of academic achievement, extracurricular activities, and financial need. Inquiries should be addressed to the Director of the Office of Financial Aid.

Scarborough/Royer Memorial Music Scholarships. Awarded annually to students for performance in instrumental music organizations. Selection based on faculty audition.

Scruggs, Chester A. Scholarship. Awarded to an entering freshman on the basis of merit. Contact the Director of Financial Aid.

Scruggs, James B. Scholarship. Awarded to an entering freshman on the basis of merit. Contact the Director of Financial Aid.

Sergeant Major Association.

Sertoma of North Augusta.

Sons of First Division.

Steed, Michael A. Memorial Scholarship. Presented by the Georgia Association for Children and Adults with Learning Disabilities to a student with an educationally diagnosed learning disability.

Stewards Foundation.

St. Joseph Hospital Auxiliary Scholarship. Awarded to a nursing major who plans to work at St. Joseph Hospital. Based on academic merit, outstanding personality traits, and need.

Student Activities Grant. Full or partial tuition paid to certain officers of the Augusta College Student Government Association and certain Bell Ringer and White Columns staff members in exchange for services.

Summerville Neighborhood Association Scholarship. Awarded to a full-time undergraduate or graduate who is a resident of the Summerville area. Selection is based primarily on contributions made by the student in the areas of historic preservation, recordation of history, and maintenance of neighborhood stability. Need and

scholastic ability are also considered. Contact the Office of Financial Aid.

Thomson Junior Women's Club.

Townsend, Jerry Sue Scholarship Fund. Awarded to a student pursuing a degree in mathematics or computer science. Restricted to students who have high scholastic ability, outstanding academic records, and a strong foundation in mathematics. Contact the Department of Math and Computer Science.

Turner, Wylene T. Scholarship. Given in memory of Wylene T. Turner to an incoming piano music major based upon a competitive audition. Contact the Fine Arts Department.

Vocational Rehabilitation. Assistance to students with physical limitations. Application is made through the student's local Office of Vocational Rehabilitation.

Watson-Brown Foundation, Inc.

Awarded to worthy students in need of financial assistance who have academic merit.

Waynesboro Exchange Club.

Williams, Grover B. Scholarship Fund.

Awarded on the basis of scholastic ability and academic record to a student majoring in mathematics. Apply through the Department of Math and Computer Science.

Wine and Spirits Wholesalers Scholarships. Awarded to deserving Georgia undergraduate students enrolled full-time in state colleges. Based on financial need, academic achievement, and school and community involvement. Contact the Director of Financial Aid.



Student Services

This is a special section of the catalog written for you, the prospective or new student. It is intended as a guide. From this section you should know whom to see should you have any problem not directly a part of your current academic program. In other words, it covers all extracurricular activities.

Who Is Responsible?

The Vice President for Student Affairs is charged with the responsibility for providing experiences which will ultimately contribute to a comfortable and well-adjusted student and member of society. The Office of the Vice President for Student Affairs coordinates the offices of Admissions, Cooperative Education, Counseling, Discipline, Financial Aid, Placement, Registrar, Student Activities, Testing, and Veterans' Affairs. The Vice President for Student Affairs also provides housing information and student insurance programs.

The handicapped student who has special needs should contact the Associate Dean of Students.

Discipline

Augusta College has defined the relationships of students as members of the college community through the document, Student Rights and Responsibilities. The document is available to all members of the college community through the Office of the Vice President for Student Affairs.

The students of Augusta College have established a precedent of exemplary behavior as members of the college and civic communities. Individuals and groups are expected to observe the tradition of decorum and behave in no way which would precipitate physical, social, or emotional hazards to other members of the

college community. Improper behavior is at once a breach of tradition and inconsistent with the aims and objectives of the college. Such behavior subjects the student to disciplinary probation, suspension, expulsion, or other appropriate disciplinary measures.

Augusta College has defined the appropriate behavior of a student as a member of the college community through the document Student Rights and Responsibilities.

Student Activities

The Director of Student Activities is charged with the responsibility for organizing and implementing a variety of social and non-academic college functions. The Office of Student Activities is located on the second floor of the College Activities Center and serves as a clearinghouse for activities and announcements revolving around the social life of the student population.

A number of student services are provided by the Student Activities Office including an hourly child care service, a sign printing and duplicating service, and a student book exchange.

The Student Activities program is designed to provide opportunities for involvement and leadership through a broad spectrum of activities. Members of the Augusta College faculty serve as advisors to the organizations.

Housing

Augusta College is a non-dormitory institution. Housing is a matter left to the discretion of the student. However, the Office of the Vice President for Student Affairs maintains a list of available housing in the Augusta area and interested students should contact the Associate Dean of Students.

Insurance

By special arrangement the college approves a student insurance policy which provides benefits for accident and accidental death and dismemberment. The magnitude of student participation in the plan allows the insurer to offer excellent benefits for a minimal premium.

Applications for student insurance may be made at quarterly registrations.

Program Accessibility for Handicapped Students

The college deals with handicapped students on an individual basis. Hopefully, waivers or drastic changes in the curricula will not often be needed; however, modifications in meeting existing requirements will be allowed according to individual need. In order that individual needs are met, a Coordinator of Academic Programs for the Handicapped has been designated to act as liaison between students and faculty members, helping to develop programs for the handicapped as the need arises. For more information, contact the office of the Vice President for Student Affairs.

Veterans' Affairs

Augusta College maintains a full-time Office of Veterans' Affairs (OVA) to assist veterans in maximizing their educational experience. The OVA coordinates and/or monitors AC and VA programs, policies, and procedures as they pertain to veterans.

As students at Augusta College, veterans and certain other persons may qualify under Chapters 31, 32, 34, or 35, Title 38, UNITED STATES CODE, for financial assistance from the Veterans Administration (VA). Eligibility for such benefits must be established in accordance with policies and procedures of the VA. Interested persons are advised to investigate their eligibility early in their planning for the college. Pertinent information and assistance may be obtained from the Augusta College Office of Veterans' Affairs.

New or returning students should make adequate financial provisions for one full quarter from other sources, since payments from the VA are sometimes delayed.

The Office of Veterans' Affairs furnishes to the Veterans Administration certifications of enrollment. Eligible persons should establish and maintain contact with the OVA to insure their understanding of and compliance with both VA and college policy, procedure, and requirements, thereby insuring timely and accurate receipt of benefits and progress toward an educational objective.

Each person receiving VA education benefits payments is responsible for insuring that all information affecting his/her receipt of benefits is kept current, and each must confer personally with the staff in the OVA at least once each quarter to keep his/her status active and current.

Public Safety Services

Services provided by the Public Safety Division include: escort service upon request, engraving of personal property, correcting minor vehicle problems, and most importantly, twenty-four hour police protection and first aid which have priority over other services.

Things To Do

Orientation

On the first day of each quarter, a special program is offered for all new students to acquaint them with some of the facts and features of the college. The new student receives assistance and information in the scheduling of classes, academic requirements, geography of the campus, organizations, clubs and other agencies on campus. During the summer, freshmen already accepted for fall quarter enrollment have an opportunity to attend a joint orientation and preregistration session for advance information in scheduling.

Athletics

Augusta College is affiliated with the National Collegiate Athletic Association (NCAA) and is a member of the Big South Conference. Augusta College supports men's teams in baseball, basketball, cross country, golf, soccer, and tennis. The college

supports women's teams in volleyball, basketball, swimming, softball, tennis, and cross-country. An intramural sports program is offered throughout the school year for both men and women, with a variety of sports being offered each quarter.

Cultural and Entertainment Programs

A wide spectrum of cultural and entertainment programs is provided for students through the dance-concert series, film series, and Lyceum series. Outstanding members of the creative and performing arts are brought to campus in an on-going effort to enrich the educational, personal-social, and cultural components of the student life.

Student Government

The Student Government Association exists to provide a mechanism for student input into the decision-making process of the college, and to promote programs and activities of interest to students.

The SGA is composed of an executive, a legislative, and a judicial branch, as well as a Student Union Board. The executive branch comprises the offices of president, vice president, secretary, and treasurer, who are responsible for coordination of various committees and activities. The Student Senate, composed of representatives from each academic department, serves to funnel student feelings and make known student interests. The Student Union Board coordinates all campus social functions. The Student Judicial Cabinet renders judgment in cases referred to it by administrative officials, as well as in cases of students' appeals of traffic citations. The Interclub Council is incorporated into the Student Government Constitution in the by-laws. It comprises representatives from each of the chartered campus organizations. The council exists to promote coordination for club activities.

Copies of the Student Government Constitution are available in the Student Government Office and the JAGUAR student handbook.

Student Publications

The BELL RINGER is the official student newspaper. It is published on a biweekly schedule by a student staff.

WHITE COLUMNS is the college's yearbook. It is compiled and edited by students.

SAND HILLS is the student literary magazine. It is published annually by a student staff.

JAGUAR is the student handbook. It is published annually by the Student Activities Office.

Places To Know

College Activity Center

The College Activity Center, housed in a modern and attractive building, serves to complement and enrich student life at Augusta College through an organized program and varied facilities. The first floor contains the cafeteria, the snack bar area, and the college bookstore. The second floor houses the student lounge, a TV room, game rooms, large and small group meeting areas, and offices for Student Activities, the Student Government Association, and student publications. The third floor houses offices for Placement and Veterans' Affairs. The Towers Room occupies the fourth floor of the Center.

Clarks Hill

Augusta College leases 39.5 acres of land located approximately thirty-five miles from the campus on the Georgia side of the Clarks Hill reservoir. The site is being developed for the recreational enjoyment of the students, faculty, and staff of Augusta College and students of the Medical College of Georgia. Development of the site is a student project which is made possible through allocations of a portion of the Augusta College and Medical College student activity fees. Facilities available at the Augusta College site include a lodge, picnic area, boat launching ramp and dock, camping area, beach, and swim float. The lodge is furnished and equipped with tables and chairs, kitchen supplies, dressing room areas, and sports equipment. A

full-time caretaker lives on the property, and a lifeguard is on duty on weekends during the summer months.

Certain rules and regulations have been structured for the protection of all persons using the Clarks Hill site. Copies of these rules and further information may be obtained in the Office of Student Activities.

Counseling and Testing

The Counseling and Testing Center is an outreach-oriented service that strives to promote personal growth and development in the Augusta College student. The Center can help the student choose an appropriate college major, develop effective study and test-taking skills, or solve personal, academic, or vocational problems. Other Counseling and Testing Center services include testing and advisement for learning disabilities, peer support for the mature returning student, and individual and group psychotherapy.

One prominent service of the Center is that of career exploration and development. It has become increasingly important for the college student to explore possible majors and establish long-range career plans. Various tests are available to help the student in selecting a major, choosing a career, evaluating study habits and attitudes, and assessing personality and values. Two computer-based career assessment and information packages are also on hand to help the individual identify special attitudes, abilities, and areas of interest.

A complete library of information on a wide range of career-related subjects offers the opportunity to find out more about specific careers and occupations, including educational requirements, working conditions, opportunity for advancement, financial outlook, etc. A qualified counselor is available to assist in interpreting test information and to help in determining the best way to achieve career objectives.

The Institutional Admissions Testing Program (SAT), The Regents' Testing Program, the University System of Georgia Basic Skills Examinations, and other institutional testing programs are administered by the Center, which also schedules and conducts national testing programs such

as the National Teacher Examination, Graduate Record Examination, Law School Admissions Tests, Graduate Management Admission Test, Medical College Admission Test, Miller Analogies Test, College Level Examination Program, and the American College Testing-Proficiency Examination Program.

All counseling and testing services are free to Augusta College students, and all interviews and test results are completely confidential.

CARE Program

The CARE Program combines the efforts of a number of campus agencies to provide counseling, advisement, referral, and evaluation services to students who have not decided on their college major. Faculty, administrators, and other students join together to develop an individual retention strategy for each student. The retention strategy for a student may include: personal growth experiences through Student Activities, academic assistance through the Learning Center, or the development of leisure activities through Continuing Education. The major goal of the CARE Program is to bring together all the resources of the college to help the student choose an appropriate college major.

Placement

The Career Planning & Placement Office provides job placement and career information assistance to currently enrolled students and alumni of Augusta College. Some of the major programs and services offered by the office include:

- ... maintaining job listings on full and part-time, seasonal and temporary job vacancies and internship opportunities
- ... coordinating on-campus recruiter interview visits
- ... seminars on resume writing, interviewing and preparing for the "job search"
- ... a credentials reference service for teacher education majors
- ... planning an annual Career Day
- ... directing the Cooperative Education Program
- ... housing extensive employer and career information libraries

Services of the office are available in the evening and by appointment for those who work during the day.

Cooperative Education

Cooperative Education is an academic program which provides opportunities for students to gain work experience that is related to their academic majors. The structured program is designed to make a student's educational program more meaningful by integrating classroom theory with supervised practical work experience in business, industry, government, educational, and service organizations. Contact the Placement/Co-op Office for program details.

Fine Arts Center Gallery

The Fine Arts Center building houses an attractive art gallery in the lobby. Monthly exhibits by college art students, art faculty members, and visiting artists are displayed from September to June. Music recitals are also given occasionally in the gallery area.

Maxwell Performing Arts Theatre

The Grover C. Maxwell Performing Arts Theatre is a center of cultural activities for the entire community. Concerts, recitals, and other events sponsored by the Department of Fine Arts are held regularly in the theatre, which is also the home of the Augusta Symphony Orchestra and the Augusta College Theatre. The college Lyceum Series brings plays, musical performances, dance troupes, and prominent lecturers to the theatre, which also houses an art gallery for exhibits by visiting artists.

Opportunities

Honors and Awards

During the latter part of the spring quarter, an annual Honors and Awards program is held. At this time three groups of students are given recognition: those meriting scholarship honors for having made superior grades; those exhibiting constructive leadership in the advancement of the college; and those who have rendered unselfish

service in an outstanding manner during their years in college. Those earning awards for participating in college athletics during the year are honored on a separate date.

General Policies for Scholastic Achievement Awards

Freshmen	Enrolled for not more than four quarters prior to the Spring Quarter* and have no less than 30 quarter hours credit at the end of Winter Quarter*.
Sophomores	Enrolled for not more than eight quarters prior to the Spring Quarter* and have no less than 75 quarter hours credit at the end of Winter Quarter*.
Juniors	Enrolled for not more than twelve quarters prior to the Spring Quarter* and have no less than 120 quarter hours credit at the end of Winter Quarter*.
Seniors	Enrolled for not more than sixteen quarters prior to the Spring Quarter* and have no less than 165 quarter hours credit at the end of Winter Quarter*. Must be a candidate for graduation in June* or August*.

Awards to top four (4) students in each class. Minimum average - 3.5

*current year

Transfer Students

Transfer students are eligible for honors awards, subject to the following criteria: (1) at least one-half of the credits earned must be completed in residence at Augusta College, (2) transfer average must be at least 3.5, (3) transfer students must meet the general criteria as stated above for "regular," i.e., non-transfer, Augusta College students.

Accounting Award—The Accounting Award is given each year to a graduating senior on the basis of superior overall academic performance and the G.P.A. in his/her major area. The student receives

a plaque from the School of Business Administration. The student also receives a certificate of academic excellence from the Educational Foundation of the Georgia Society of CPAs.

American Association of University Women Award—The American Association of University Women Award is given each year to the graduating female student with the highest G.P.A. Recipient receives a one-year membership in the American Association of University Women.

American Nuclear Society Physics Award—The award is presented to the outstanding physics major who exhibits an excellent academic performance, enhances the physics program of Augusta College, and possesses potential for contribution to the profession of physics.

Augusta-Richmond County Good Government Award—This award is offered by the Richmond County Commission and the City of Augusta. The recipient, selected by the political science faculty, is the outstanding senior in the field of political science.

Bacon, Edmond Trophy—The Edmond Bacon Trophy is presented each year to the Valedictorian.

Baillie's Art Center Award—The recipient of the Baillie's Art Center Award is selected by the art faculty of the Fine Arts Department. The award is given to a student for unusual achievement in the field of art. The recipient's name is inscribed upon a permanent plaque.

Bell Ringer Award—The staff of the student newspaper, the Bell Ringer, chooses its most outstanding member to be the recipient of this award.

Business Education, Executive Secretarial Award—The Business Education, Executive Secretarial Award is presented each year to a graduating senior on the basis of superior overall academic performance and the G.P.A. in his/her major area.

Chronicle and Herald Award—The recipient of this award is chosen by the Editorial Board as making the most outstanding journalistic effort for the year.

Colorcraft Communications Award—The award is given by Colorcraft to the broadcast and film student showing the

most creativity, hard work, and positive attitude during the past year.

Computer Science Award—The Computer Science Award is sponsored by the Department of Mathematics and Computer Science. The recipient, selected by the departmental faculty, must be a graduating senior majoring in computer science.

Department of the Army Superior Cadet Award—The Department of the Army Superior Cadet Award is given annually to recognize outstanding scholarship and leadership of the top ROTC cadet in each class (MSI, II, III, IV) in the Augusta College program.

deTreville, Theodore Award in History—The Theodore deTreville Award is presented to the outstanding graduate of the History Department. The award is offered by Mrs. Virginia E. deTreville as a memorial to her son, Theodore Evans deTreville, an Augusta College student.

Distinguished Accounting Award—The Distinguished Accounting Award is presented each year to the accounting graduate who demonstrates the greatest potential for the profession of public accounting. The student receives a plaque from the Augusta Chapter of the Georgia Society of CPAs, and his or her name is inscribed upon a permanent plaque.

Economics Award—The Economics Award is presented each year to a graduating senior on the basis of superior overall academic performance and the G.P.A. in his/her major area.

Finance Award—The Finance Award is presented each year to a graduating senior on the basis of superior overall academic performance and the G.P.A. in his/her major area.

Foreign Language Award—Outstanding student in French; outstanding student in German; outstanding student in Spanish. These awards are given by the foreign language faculty and Alpha Mu Gamma for demonstrated excellence in the study/mastery of a foreign language.

Holsten, Ned A. Award—The Ned A. Holsten Award is given to the student whose paper on a general history topic is judged best by a committee of the faculty.

Leshner, Patricia Smith Essay Award—This scholarship is given each year in

memory of Patricia Smith Leshner. The recipient is chosen by the Department of Languages and Literature.

Management Award—The Management Award is presented each year to a graduating senior on the basis of superior overall academic performance and the G.P.A. in his/her major area.

Marketing Award—The Marketing Award is presented each year to a graduating senior on the basis of superior overall academic performance and the G.P.A. in his/her major area.

Mathematics Award—The Mathematics Award is sponsored by the Department of Mathematics and Computer Science. The recipient of this award, selected by the mathematics faculty, must be a senior majoring in mathematics.

McCrary English Award—The McCrary English Award is presented to the student attaining the highest Grade Point Average in English. The student receives a book given by Mrs. Ruby McCrary Pfadenhauer as a memorial to Charles A. McCrary.

McCrary Science Award—The McCrary Science Award is presented to the student attaining the highest average in science. The student receives a book given by Mrs. Ruby McCrary Pfadenhauer as a memorial to Charles A. McCrary.

McKenney Memorial Award in Organ—The McKenney Memorial Award is presented to the organ student who has demonstrated greatest progress.

Mixon, Richard T. Award in Chemistry—The Richard T. Mixon Award is presented by the Department of Chemistry and Physics in memory of the late Mr. Mixon and is made possible by donations from his friends.

Nursing Department Achievement Award—The Nursing Department Achievement Award is presented each year to the student who has shown academic achievement, leadership ability, and potential contributions to nursing.

Pearce, John W. Award in Organic Chemistry—The John W. Pearce Award is presented each year to the most outstanding student in organic chemistry. The award is made possible by B. J. Annis Pearce in honor of the late Dr. John W. Pearce.

Powers-Baldwin Music Award—The recipient of the Powers Baldwin Music Award is selected by the music faculty of the Fine Arts Department. The award is given to a student for unusual achievement in the field of music, and the recipient's name is inscribed upon a permanent plaque.

Psychology Award—The Psychology Award is presented to the psychology student who demonstrates excellence in the following areas: Grade Point Average, potential contribution to the profession of psychology, and contributions to the psychology program at Augusta College.

School of Education Award. These awards are offered by the School of Education. The recipients, selected by the education faculty, are the outstanding senior and the outstanding graduate student in the field of education. The recipients receive plaques and have their names inscribed upon a permanent plaque.

Senior Biology Award—The Senior Biology Award may be given at the discretion of the biology faculty to a senior student deemed worthy based on overall and biology grade point averages, service to the department, and participation in non-academic activities related to biology.

Senior Service Leadership Awards—The Senior Service Leadership Awards are given to two seniors, one male and one female, who have made the most outstanding contribution in the area of service and leadership to the Augusta College community.

Senior Sociology Award—The Senior Sociology Award is presented in recognition of outstanding academic work performed by a graduating sociology major.

Smith, Estelle Barnard Award—The Estelle Barnard Smith Award is presented each year to an outstanding nursing student. The award is donated in memory of Estelle Barnard Smith.

Student National Education Association Award—The Student Education Association annually provides a book to the Augusta College Library in honor of an outstanding graduate in a program leading to teacher certification.

United States Army ROTC Scholarship—The United States ROTC Scholarship Awards are two and three-year scholarships presented annually.

Valedictorian—The student with the highest average, including work done at any other institutions; half of the work must be done at Augusta College.

Wall Street Journal Award—This award is sponsored by the Dow Jones Company and is presented to a graduating business major who exhibits superior overall academic performance and professional potential.

White Columns Award—The staff of the Augusta College annual, the White Columns, chooses its most outstanding member to be the recipient of this award.

Who's Who Among Students in American Universities and Colleges—A committee, composed of faculty and students, selects members from the junior and senior classes for inclusion in this annual document. Students are selected on the basis of leadership, academic standing, and dedication to the betterment of the college.

Organizations

Academic and Departmental

Art Association—The Student Art Association seeks to promote the visual arts and to provide supplemental classroom instruction and artistic experience.

Beta Beta Beta Biological Society—The Kappa Chapter of Tri-Beta promotes interest and excellence in biology. The club sponsors tours of area schools, a series of films, and speakers of interest to the college community.

Cadet Association of the United States Army Corps (AUSA)—The Cadet AUSA Company is a chartered chapter of the national AUSA organization. The purpose of this organization is to encourage and develop the highest levels of patriotism, responsible citizenship, loyalty, and respect for our country and its leadership and service of campus and in the community.

Chemistry Club—The Student Affiliates of the American Chemical Society has as its goal to foster interest in chemistry and to promote companionship among students majoring in chemistry or related fields.

Fine Arts Students Advisory Council—The Fine Arts Students Advisory Council

(FASAC) is composed of students majoring in music or art who are selected for their interest in the Department of Fine Arts. The council meets regularly with the Chairman of Fine Arts to discuss suggested activities and developmental programs for the department, and members serve as hosts and guides for many of the public and school-oriented programs offered by the department.

History Club—The History Club is open to students majoring or minoring in history, and to all students with an interest in the study of history.

Los Amigos Hispanos (Spanish Club)—The purpose of Los Amigos Hispanos is to stimulate an interest in the language, literature, and culture of Spanish-speaking countries and to foster international friendship and a deeper understanding of other peoples.

Math Club—The Euclidean Society is open to all Augusta College students who are interested in mathematics. The society provides special programs, films, and guest speakers and has as its purpose broadening student interest and knowledge of mathematics.

Nurses' Association—The Augusta College Student Nurses' Association of Georgia is open to all nursing students. The purpose of the organization is to aid in the preparation of student nurses for the assumption of personal, social, and professional responsibilities.

Phi Beta Lambda—A national organization for college students who are preparing for careers in business or business education.

Physical Education Majors Club—The purpose of the Physical Education Majors Club is to provide useful opportunities and experiences for students in the field of health, physical education, and recreation.

Political Science Club—The Political Science Club, organized and chartered in 1969, is open to all students interested in political science. The club sponsors speakers on various phases of political activity.

Psychology Club—The Psycho Club endeavors to promote interest in psychology and to provide social and professional activities and services for psychology students which will supplement their formal education.

Sociology Club—The Sociology Club exists in order to stimulate student interest in sociology by interchange of ideas, community involvement, and examination of current sociological issues. It provides services for the college through presentations of films, speakers, and other activities.

Student Association of Educators—The Geraldine Hargrove Chapter of the Student Association of Educators is an organization open to college students enrolled in programs of preparation for professional certification to teach. It is affiliated with both the Georgia Association of Educators and the National Education Association.

Student Music Educators Association—This is a group of future music educators affiliated with the Music Educators National Conference and the Georgia Music Educators Association. Local and state meetings are devoted to topics of interest to those planning to teach music in the public schools.

Honorary

Alpha Mu Gamma—Augusta College was granted a charter in Alpha Mu Gamma, a national collegiate foreign language honor society which recognizes achievement in the field of foreign language study.

Phi Kappa Phi—The Augusta College Chapter of Phi Kappa Phi National Honor Society seeks to promote excellence in scholarship at Augusta College. Members are selected on the basis of outstanding academic achievement.

Psi Chi—the purpose of the Augusta College Chapter of Psi Chi, the National Honor Society in Psychology, is to encourage, stimulate, and maintain scholarship in the science of psychology. Members are selected from outstanding psychology majors and minors on the basis of academic performance and high personal standards.

Who's Who—Augusta College participates annually in *Who's Who Among Students in American Universities and Colleges*, a national honor conferred upon outstanding student leaders from approximately 1,000 colleges and universities in the United States. Academic standing, service to the community, leadership in extra-

curricular activities, and future potential are requisites for this honor.

Religious and Spiritual

Baptist Student Union—The Baptist Student Union is a church-sponsored group open to Baptists and other interested students. Its purpose is to enhance the spiritual life of its members through group discussion and speakers.

Service and Special Interest

AC Freewheelers—The purpose of the Augusta College Freewheelers is to promote cycling and bicycle safety and to provide a means of support for those who are interested in cycling.

A.C.T.I.V.E—A.C.T.I.V.E. is open to veterans and other students who draw benefits from the Veterans Administration. The purpose of the organization is to give students the opportunity to share common experiences and to promote activities of direct benefit to veterans and affiliated members.

American Society for Personnel—Student membership in ASPA will keep students interested in the human resource management field abreast of this field by supplementing the classroom education with a problematical, on-the-job perspective of human resource management.

Association for Computing Machinery—The Augusta College Chapter of the Association for Computing Machinery was chartered in 1981. The chapter was organized and operates exclusively for educational and scientific purposes. The chapter promotes a greater interest in computing machinery and an increased knowledge of the science. Any full-time student of Augusta College may become a member.

Black Student Union—The purpose of this organization and its choir (the Voices of BSU) is to promote the history and culture of Black Heritage. The Black Student Union sponsors speakers and Black Cultural Activities. The organization is open to all interested students.

Choirs—The Augusta College Choir and Chamber Choir are open to all Augusta College students. The Choir performs frequently on campus and in the community,

including combined performances with the Augusta Symphony. The Chamber Choir membership is by audition. The Chamber Choir performs a wide variety of music on campus, in the community, and on tours. A major activity is the annual Madrigal Dinner series.

Circle K International—The world's largest collegiate organization dedicated to service, leadership, and personal development. Circle K is a member of the Kiwanis family. There are nearly 15,000 Circle K'ers worldwide who work together with their counterparts, Key Club in high school and sponsoring Kiwanis Clubs. Circle K's motto is "we build."

Concert Band—The Augusta College Band is open to all qualified students who play wind and percussion instruments. Quarterly concerts are performed each year, often with famous guest conductors and soloists.

Drama Club—The Augusta College Theatre stages one production each quarter, with membership open to all interested students. In addition to perfection of acting techniques, students learn set design, make-up technique, and business management.

Jaguar Pep Club—The Jaguar Pep Club was chartered in 1981 with the purpose of promoting school spirit among the students attending Augusta College. The club is headed by co-presidents and meets twice a month.

Jazz Ensemble—The AC Jazz Ensemble is a very active and popular group which performs a wide variety of popular and jazz music in frequent appearances on campus, in the community, and on its annual tour. The Jazz Ensemble also performs for selected home basketball games. Membership is open to all college students by audition.

Augusta College Marketing Association—The Augusta College Marketing Association (ACMA) exists to stimulate interest and encourage scholarship of students studying business and communication curriculums.

Media Arts Club—The Media Arts Club promotes involvement in media activities through guest speakers, student projects, and contests.

Student Ambassador Board—Providing support to the undergraduates, the AC Student Alumni Association promotes continuous involvement with the Alumni Association's goals and service to the college and to the community.

AC Weightlifting Club—The purpose of this organization is to generate interest in weightlifting, emphasizing its benefits for general health and as a competition sport.

Youth Orchestra—The Augusta College Youth Orchestra combines the talents of school, college, and community musicians for two major concerts annually. Membership is open to all students by audition.

Social

Alpha Kappa Alpha—Mu Zeta Chapter of Alpha Kappa Alpha is a national social sorority for women and is associated with the National Panhellenic Council.

Delta Chi—Delta Chi is a national social fraternity for men and is affiliated with the National Interfraternity Conference.

Delta Sigma Theta—Mu Xi Chapter of Delta Sigma Theta is a national public service sorority for women and is associated with the National Panhellenic Council.

Delta Tau Chi—Delta Tau Chi is a social fraternity formed to promote academics and brotherhood.

Mu Phi Mu—Mu Phi Mu is an organization open to men for social awareness, community service, and academic achievement.

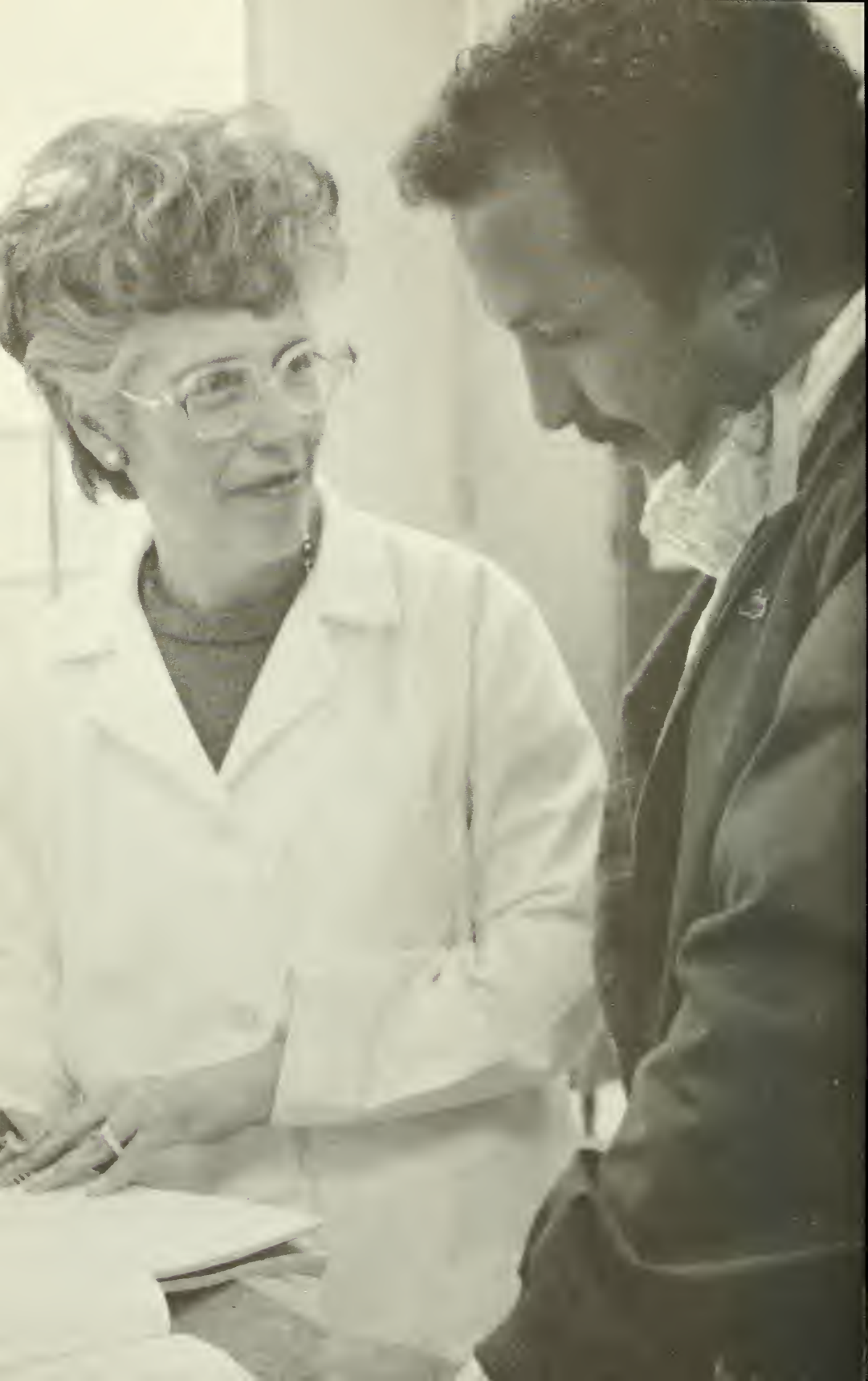
Mu Rho Sigma—Epsilon Chapter of Mu Rho Sigma is a social sorority for married or formerly married women to promote friendship and support.

Pi Kappa Phi—Gamma Psi Chapter of Pi Kappa Phi is a national social fraternity for men and is affiliated with the National Interfraternity Conference.

Sigma Phi Omega—The purpose of Sigma Phi Omega is to promote sisterhood, friendship, academics, and service.

Zeta Tau Alpha—Eta Mu Chapter of Zeta Tau Alpha is a national social fraternity for women and is associated with the National Panhellenic Conference.

Undergraduate Studies



Undergraduate Academic Programs

Associate in Arts

Majors in Criminal Justice, General Studies

Associate in Science

Majors in Nursing, Secretarial Science

Associate in Applied Science

A joint degree program offered with Augusta Area Technical School. See pages 100 and 110 for a complete list of majors.

Bachelor of Arts

Majors in Art, Communications, Elementary Education, Middle Grades Education, English, History, Music, Political Science, Psychology, Sociology

Bachelor of Business

Administration

Concentrations in Accounting, Business Education, Economics/Finance, Executive Secretarial, General Business, Management, Marketing

Bachelor of Fine Arts

Major in Studio Art

Bachelor of Music

Majors in Music Education, Performance

Bachelor of Science

Majors in Biology, Chemistry, Computer Science, Mathematics, Medical Technology, Physics, Physical Science

Bachelor of Science in Education

Majors in Special Education, Health and Physical Education

Undergraduate Admissions

The Office of Admissions is eager to assist prospective students. Office personnel are available from 8 a.m. to 8 p.m., Monday through Thursday and 8 a.m. to 5 p.m. on Friday, to provide general information, applications, catalogs, and specific information about college programs and admissions procedures.

Undergraduate applications to Augusta College are considered on an individual basis. After all required data have been received, applicants will be notified by letter of the action taken. Although the University System of Georgia sets certain minimum standards for admission, the individual institutions retain the right to impose additional requirements. Accordingly, the college reserves the right to refuse admission to any applicant who, in its judgment, is not qualified to pursue work at Augusta College. Such a decision may be based on a variety of factors: social maturity, character, or intellectual potential as indicated by appropriate examinations.

Similarly, the college reserves the right to determine the level of admission. Clearly, some students exhibit superior academic achievement and will enter at an advanced level and receive some college credit. Other students will enter Developmental Studies courses that attempt to provide the experience and counseling designed to aid the student in overcoming his academic deficiencies.

Application Materials and Catalog

Candidates seeking admission to the college must file an official application for admission with the Office of Admissions. Applications and catalogs are free of charge

and may be requested by mail, by telephone, or by visiting the office. (There is a detachable Undergraduate Application for Admission form at the end of this catalog.) The mailing address for the Office of Admissions is 2500 Walton Way (10), Augusta, Georgia 30910. Telephone number (404) 737-1405. Students and their parents are encouraged to visit the campus.

Application Deadline and Fee

The application form and all supporting documents must be received by the Office of Admissions no later than 30 days before the beginning of the quarter in which the applicant wishes to enroll. A \$10.00 nonrefundable application fee must accompany the application. A high school candidate may submit an application for admission after the junior year is completed.

Because additional time is required for processing, foreign student applicants are encouraged to apply well in advance of the application deadline. A student who does not register in the quarter for which he is admitted and who wishes to attend a later quarter should inform the Office of Admissions at least 30 days prior to the desired quarter of entrance. If one year has expired since the initial application and the student has not yet attended, it will be necessary to re-apply.

Documents Required for Admission

It is the responsibility of the applicant to request that documents required for admission be forwarded to the Office of Admissions. These documents become a part of the applicant's permanent record and

may not be returned. Candidates are considered when all required documents have been received. Notification of acceptance is by mail.

The Office of Admissions needs the following:

1. Official Application Form. A candidate seeking admission must file an official undergraduate application for admission prior to the specified deadline. An application may be obtained from the Office of Admissions and local high schools. Care should be taken to read the directions accompanying the application and provide all information requested. An incomplete application will cause delay and may be returned to the candidate.
2. A \$10 Nonrefundable Application Fee. This processing fee is required with all undergraduate applications.
3. Official Transcript(s) of Courses Completed. A freshman candidate should ask his or her guidance department to forward an official copy of the secondary school record. A transfer candidate should ask the registrars of all accredited colleges attended to send official transcripts of grades. A holder of a GED certificate must present an official score report.
4. Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) scores. A freshman candidate is required to submit SAT scores of the College Entrance Examination Board (CEEB) or the ACT score of the American College Testing Program. A holder of the GED certificate is also required to submit SAT or ACT cores. A transfer candidate who has attempted fewer than 30 quarter hours (18 semester hours) also must submit SAT or ACT results. The CEEB college code number assigned to Augusta College is 5336. For information concerning test dates and centers, consult your high school or college guidance office.

When an applicant is accepted to the college, a final transcript is required and must be received by the Office of Admissions before the acceptance is final.

Freshman Admission Requirements

Every applicant for freshman admission must be a high school graduate or the equivalent. Applicants with GED certificates must present scores that meet the requirements for the State of Georgia. High school students who receive a "Certificate of Attendance" do not satisfy the graduation requirement. In addition, an applicant for admission to the college should have completed a Pre-College Curriculum which includes four units of English, two units of algebra (Algebra I and Algebra II), one unit of geometry, three units of science, three units of social science, and two units of the same foreign language. Applicants who fail to present this academic background may be required to undergo diagnostic testing and, if admitted, will be required to remove all deficiencies in the Pre-College Curriculum by enrollment without degree credit in the areas of deficiency.

In the determination of eligibility for freshman admissions, the most important consideration is the Predicted College Average. This average represents the academic average that the freshman applicant is predicted to earn at Augusta College. The Predicted College Average is determined by a formula which uses two variables: the high school average computed on academic courses, and SAT scores. Of these two variables, the high school average is the more important and has more weight in the formula. The prediction formula is validated each year to reflect the characteristics and achievements of the entering class of the previous academic year.

The Predicted College Average Formula for 1986-87

$$.0019 (\text{SATV}) + .0009 (\text{SATM}) + .5506 (\text{HSA}) - .4027 = \text{Predicted College Average}$$

Specific Requirements for Regular Freshman Admission

1. Applicant must have a Predicted College Average above 2.00 (on a 4.00 scale).

2. Applicant must have an SAT Verbal score of 350 + and an SAT Math score of 350 + or comparable ACT scores.
3. Applicant must have completed a Pre-College Curriculum in high school.

Freshman applicants who show potential but fail to satisfy any one of the requirements above will be required to take a diagnostic examination at the College, the College Placement Examination (CPE). The Office of Admissions will notify the applicant by mail as to the specific date and time of the College Placement Examination. If this examination indicates the applicant does not have adequate preparation for regular admission to the college, he or she will be offered admission into the Developmental Studies Program. In instances where diagnostic testing indicates the applicant will not be benefited by the Developmental Studies Program, the applicant will be denied admission.

Transfer Admission Requirements

An applicant who has previously attended a regionally accredited institution of higher education is considered a transfer student. In general, the primary factor in the admissions decision for a transfer applicant is the academic average at the former regionally accredited institution(s). In addition, under University System Board of Regent's policy a transfer applicant cannot be considered for admission unless the transcript of the college or university last attended shows *honorable discharge* or unless the officials of the institution last attended *recommend* the applicant's admission. If two or more calendar years have elapsed since the applicant's dismissal from the last college or university attended, Augusta College may review the application according to its normal procedures.

For unconditional admission to the college, the transfer applicant must have an overall grade-point-average of 2.00 (on a 4.00 scale). A transfer applicant may be admitted on a *one quarter* probationary basis, however, if he presents an overall grade-point-average that conforms to the scale below:

Qtr. Hrs. Attempted	Cumulative GPA
0-24	no minimum
25-44	1.3
45-89	1.6
90-134	1.9
134 +	2.0

A transfer applicant who has *attempted* fewer than 30 quarter hours (18 semester hours) of regular credit work must also satisfy Freshman Admission Requirements. In addition, the transfer applicant whose only attendance has been at a regionally accredited technical college in a "Non-College Transfer Program" is considered a freshman applicant and must satisfy freshman admission requirements.

Evaluation of Transfer Credit

An evaluation of transferable credits is made by the Registrar's Office after the final transcript has been received. The basic policy regarding the acceptance of courses by transfer is to allow credit for courses completed with satisfactory grades in other accredited colleges provided the courses correspond in content to courses offered at Augusta College. Additional validation may be required for courses taken at another institution that were previously completed with a penalty grade at Augusta College. In addition, credit earned at accredited technical colleges will not transfer unless the credit was earned in a designated college transfer program.

Foreign Student Requirements

Special information and application materials for the foreign student may be obtained upon request from the Office of Admissions. In addition to satisfying the regular requirements for admission as a freshman or a transfer student, a foreign candidate must provide documented evidence of adequate financial support to meet educational and personal expenses and demonstrate adequate oral and written proficiency in English.

The foreign student is required to take the Test of English as a Foreign Language (TOEFL). A minimum total score of 550 is required for admission consideration.

Because additional processing time is

required, the foreign student should submit the application and all supporting documents at least ninety (90) days prior to the desired quarter of entrance. All correspondence to the college should be sent air mail, and foreign educational certificates and diplomas should include English translations. The Certificate of Eligibility (Form I-20) cannot be forwarded to the foreign applicant until an offer of acceptance has been extended.

Admission as a Non-Degree Student

A non-degree student is a classification reserved for the student interested in enrolling at Augusta College without pursuing a college degree. The non-degree student may be a life enrichment student, a transient student, or a special student.

Life Enrichment Student

A life enrichment student is a student who is provisionally admitted to the College. He or she may attend full-time or part-time and is subject to the same academic standards as a regularly admitted student. However, the life enrichment student may not earn more than thirty (30) quarter hours of college credit in this status. The life enrichment student who completes 30 hours of credit work with a cumulative grade average of "C" or higher will be granted full admission status and will be given credit for all courses completed. If the student has achieved less than a "C" average, he or she will be ineligible to continue enrollment at the college.

Although an entrance examination is not required for admission, a placement test will be administered prior to or during the first quarter of enrollment. The test results will assist the student and his counselor in making appropriate course selections. Each applicant for admission as a life enrichment student must satisfy the following admission requirements: (1) file a completed application form, (2) be a high school graduate or the equivalent, and (3) have at least eight years of post high school experience, and (4) must not have previously attended college. In addition, an admissions interview is required,

and an interested applicant should contact the admissions office to arrange an appointment with an admissions counselor.

Once the student enrolls as a life enrichment student, he or she must remain in this status until having attempted 30 quarter hours of regular credit course work.

Transient Student

A transient student is a degree candidate at another institution who is granted the privilege of temporary registration at Augusta College for one quarter. He may renew his status for a second quarter by submitting written approval from his home institution and notifying the admissions office at least 30 days prior to the scheduled registration for the succeeding quarter.

Each applicant for admission as a transient student must (1) file a completed application form, and (2) submit a letter confirming good standing from the registrar of the college in which he is matriculated.

Special Student

A special student is not a degree candidate at Augusta College or at another educational institution. A candidate for this type of limited enrollment seeks instruction in particular courses for personal or professional purposes.

Each applicant for admission as a special student must (1) file a completed application form, (2) provide evidence of satisfactory past academic work at the secondary or post-secondary level, and (3) satisfy all other admission requirements as determined by the Office of Admissions.

Former Student Readmission

A former Augusta College student's record remains active for two calendar years since his last period of enrollment or since the last quarter his application for readmission was approved. A former student who has not been enrolled during the last two calendar years or filed an application for readmission during this time must file a Former Student Application Form with the Office of Admissions and Records (provided he has not attended another regionally

accredited college or university since his last period of enrollment at Augusta College). While there is no application fee required, the former student application should be filed at least 30 days prior to the desired quarter of entrance. The application form may be obtained by calling or visiting the Office of Admissions and Records. In order to determine degree requirements as a returning student, see page 67.

Enrichment and Acceleration Opportunities

Early Admission

Under exceptional circumstances, a high school student may be admitted to Augusta College at the end of his or her junior year. This enrollment is available to the student who demonstrates both academic and social readiness for college. To be eligible for admission consideration, the student must have:

- (1) an overall "B" high school average in academic courses from grades 9-11,
- (2) a combined SAT score of 1000 or higher with no score below 410,
- (3) a written recommendation from the high school principal
- (4) a letter of consent from the parent or legal guardian
- (5) a personal interview with a college admissions officer

Summer Scholars Program

A qualified high school junior may attend Augusta College during the summer between his or her junior and senior years in high school. The student attends classes with regular Augusta College students and full college credit is awarded for courses taken.

An applicant for this program must satisfy the same admission guidelines as the early admissions applicant.

Joint Enrollment

A qualified high school student may enroll for college courses while completing his or her final year of high school. This type of enrollment is primarily designed to pro-

vide the opportunity to take courses not available in the high school curriculum. To be eligible for admission consideration, the student must have completed the junior year of high school and, in addition, have:

- (1) an overall "B" high school average in academic courses in grades 9-11,
- (2) a combined SAT score of 1000 or higher
- (3) a written recommendation from the high school principal
- (4) a letter of consent from the parent or legal guardian
- (5) a personal interview with a college admissions officer

If both SAT part scores are above 410, a student accepted into this program will be permitted to enroll in any course for which he is prepared. If, however, only one part is above 410, the student will be permitted to take courses only in that field or fields. Under no circumstance will a jointly enrolled student be permitted to enroll in Developmental Studies courses.

Admissions Notification

An applicant to the college will be notified by letter as to the conditions of acceptance. Included in the same mailing will be orientation and registration dates and the name of the faculty advisor. When an applicant has been accepted on an unofficial or incomplete transcript, a final and official transcript is required before the admission is final. If this information has not been received by the day of registration, an applicant may register on a conditional basis for one quarter only. Registration for the succeeding quarter will not be permitted unless the required document has been received.

Under certain conditions, the college may release admissions decisions to high schools and colleges.

Advanced Placement

A qualified student who has taken college-level work in secondary schools may receive academic credit. Examinations used to determine advanced placement are the Advanced Placement Test of the College Entrance Examination Board and The Achievement Tests in English Composi-

tion and Intermediate Mathematics (Level 1). A final determination of credit is made after results have been evaluated by the college.

For additional information, contact the Testing Office. The Testing Office will keep an updated list of tests available for advanced placement.

Credit by Examination

College credits are traditionally earned through attendance in scheduled classes. However, some courses are amenable to credit by examination. A student who wishes to challenge a regularly listed course should consult with the Testing Office. The Testing Office will keep an updated list of tests available for credit by examination.

A student currently enrolled who presents satisfactory evidence that he or she is qualified in a particular subject may receive credit for a course by an examination approved by the appropriate instructional department, or through the College Level Examination Program (CLEP). Satisfactory evidence may be, but is not limited to, work experience, non-credit courses, course work taken at non-accredited institutions, or military courses.

A student may take challenge examinations before enrolling, but will receive credit for courses challenged only after successfully completing ten quarter hours at Augusta College. Courses in which a student is or has been enrolled may not be challenged, and courses which require demonstrations and application of skills (practicums, laboratory sciences, and courses requiring field work or performance, for example) may be challenged only with the permission of the chairperson of the department offering the course.

Credit by examination is listed as such on the transcript along with the course number, title, and hours of credit; however, no grade is assigned and the credit is not included in computing the Grade Point Average. Credit by examination is limited to 15 quarter hours in a discipline and 45 quarter hours in the college.

Biology:

The student presenting a score of 570 on the CEEB Achievement Test in Biology

qualifies for a laboratory examination, and upon satisfactory completion of this examination will be awarded ten hours credit for Biology 101 and 102.

Satisfactory performance on the Advanced Placement Test also is acceptable for the award of credit. If a student wishes such credit for Biology 101 and 102, he or she should see the department chairman.

A qualified student who presents a score of 57 on the PEP Anatomy and Physiology Test, and scores satisfactorily on a departmental laboratory examination in that area, will receive 10 hours credit for Biology 111 and 112.

The student presenting a CLEP General Examination Natural Science test score, at the fiftieth percentile or higher according to the most recent national norms, and a subscore of 50 on the Biological Sciences subtest of that area, will receive general elective credit of five hours in Biology (non-laboratory).

English:

The student with demonstrated ability in English is invited by the Department of Languages and Literature to register for English 111, an honors course in Freshman English. English 111 combines the course work of English 101 and 102 and carries ten quarter hours credit. The decision to invite the student is based on the student's scores on the College Entrance Examination Board (CEEB) Achievement Test in English and the Scholastic Aptitude Test, Verbal, and on demonstrated writing ability. Minimum combined score on the tests is 1150.

A student eligible for the College-Level Examination Program (CLEP) who scores at the fiftieth percentile or higher, according to the most recent national norms on the CLEP General Examination in English Composition, will be permitted to take the essay component of the English 101 final examination. A Satisfactory Performance on this test will result in credit for English 101.

A qualified student who presents a letter grade of "C" or better on the American College Testing - Proficiency Examinations Program (PEP) - Shakespeare test will earn five quarter hours for English 455.

A student who scores at the fiftieth percentile, or higher, according to the most recent national norms on the Humanities test of the CLEP General Examinations, will receive credit for Humanities 323 (five quarter hours). A student who scores 50 or higher on both subscores receives credit for Humanities 222 and 323 (ten quarter hours).

Mathematics:

A freshman student who has a combined score of 1200 or better on the CEEB-SATM and the CEEB Mathematics Level I Achievement Test and who has a 3.0 high school average and a course in trigonometry may receive advanced standing credit in mathematics by registering for MAT 109, or MAT 201 or MAT 122 and, if the first grade earned for the course is "C" or better, receive five hours advanced standing credit for MAT 115. The student's degree program will determine the appropriate option.

The qualified student who presents a score at the fiftieth percentile or higher, according to the most recent national norms on the CLEP General Examination in Mathematics, will be granted five hours elective credit in mathematics. (This elective credit is not to be used to satisfy Core Area II requirement.) Those presenting a score of 50 or greater on the CLEP Subject Examination in College Algebra will earn five hours for Mathematics 107.

Physical Science:

A qualified student presenting a score at the fiftieth percentile or higher, according to the most recent national norms on the Natural Science Test of the CLEP General Examinations, and a score of 50 on the Physical Science subtest, will receive five hours general electives credit (non-laboratory) in Physical Science.

Social Science:

A student presenting a score at the fiftieth percentile or higher according to the most recent national norms on the CLEP General Examination in Social Science will be granted five quarter hours general elective credit in Social Science.

A student presenting a CLEP Subject Examination in General Psychology score

of 50 will receive five quarter hours for Psychology 101.

A student presenting a score of 50 on the CLEP Subject Examination in Human Growth and Development will receive five quarter hours credit for Psychology 311.

A student presenting a score of 50 on the CLEP Subject Examination, American History I: Early Colonization to 1877 will receive five quarter hours credit for History 211*.

A student presenting a score of 50 on the CLEP Subject Examination, American History II: 1865 to the Present, will receive five quarter hours credit for History 212.*

A student presenting a score of 50 on the CLEP Subject Examination, Western Civilization I: Ancient Near East to 1648, will receive five quarter hours credit for History 115.

A student presenting a score of 50 on the CLEP Subject Examination, Western Civilization II: 1648 to the Present, will receive five quarter hours credit for History 116.

A student presenting a score of 50 on the PEP, African and Afro-American History Test, will receive five quarter hours credit for History 376.

A student presenting a score of 50 on the CLEP Subject Examination, American Government test, will receive credit of five quarter hours for Political Science 101.*

*Credit granted by examination does not satisfy the Georgia State Legislative Requirements regarding the history of Georgia or its constitution.

Servicemen's Opportunity College

Augusta College is a recognized Servicemen's Opportunity College (SOC). As such, it is one of a network of institutions across the country which are responding to the unique needs of servicemen seeking opportunities for higher education. For the qualified serviceman who gains admission, the college will negotiate a curriculum contract which certifies that appropriate credit earned at accredited institutions will transfer into the degree program at Augusta College, the "home institution." For additional information contact your educational officer or write the Director of Admissions at Augusta College.



Academic Regulations

The academic programs of Augusta College are offered through the School of Arts and Sciences, the School of Business Administration, and the School of Education.

The School of Arts and Sciences consists of 11 academic departments; the School of Education, two. The School of Business Administration consists of three program areas.

The dean of each school is responsible for all of his or her respective academic programs. These programs and the individual courses that comprise them are described in subsequent sections of this catalog.

The Augusta College faculty is responsible for the curriculum. From time to time, the curriculum may be changed when the faculty believes that a change is in the best interest of the student. Recommendations for such changes can originate with any one of a number of key faculty committees. Committees with curricula responsibilities have student representation.

When a student registers at Augusta College, he accepts the official academic regulations.

The student is expected to follow the program outlined by his school or department and should do sufficient planning, in consultation with his faculty advisor, to avoid scheduling difficulties which may impede his normal academic progress.

The student should plan his program so as to meet the core curriculum, graduation, and major and minor requirements.

Student Records

Permanent academic records are maintained by the Registrar in the Office of

Student Records located on the main floor in Payne Hall. Under the provisions of the Family Educational Rights and Privacy Act of 1974 (often referred to as the "Buckley Amendment"), a student attending a post-secondary educational institution may examine his permanent record maintained by the institution to assure the accuracy of its contents. This Act also provides that no personally identifiable information will be released to any party not authorized to have access to such information without the written consent of the student.

Unit of Credit

Augusta College is organized on the quarter system. Each of the three quarters in the regular session covers a period of approximately 11 weeks, which includes 10 weeks of instruction.

The quarter hour is the unit of credit in any course. It represents a recitation period of one fifty-minute period a week for a quarter. A course meeting five periods a week would thus give credit of 5 quarter hours when completed satisfactorily. For credit purposes, two laboratory or activity periods are counted as the equivalent of one recitation class period.

A student may not receive additional hours of credit if he repeats a course in which he has already earned credit.

Student Load

The normal course load of a full-time student is 15-17 quarter hours. A student should carefully consider the advisability of taking an overload; he should not attempt to do so solely for financial reasons.

A student wishing to schedule up to, but

no more than, 19 quarter hours may use regular registration procedures, which include approval of the course schedule by the academic advisor.

A student required to take remediation due to Regents' Testing Program policies may not take an overload.

A student may **preregister** for more than 19 quarter hours only if:

- (1) he has a grade point average of 3.25 overall at Augusta College, or
- (2) he is within 40 quarter hours of graduation (20 quarter hours for associate degree candidates) at the **beginning of**, but not including, the quarter of current enrollment.

A student may **register** for more than 19 quarter hours if:

- (1) he has a grade point average of 3.00 overall at Augusta College, or
- (2) he is within 40 quarter hours of graduation (20 quarter hours for associate degree candidates).

In certain cases a student may be granted permission by his dean to schedule an overload even though he is not eligible under the above conditions.

Augusta College - Paine College Co-enrollment

Augusta College and Paine College offer co-enrollment for students who want courses that are not offered at the student's home institution during a given quarter or for students who have schedule conflicts that may be resolved by co-enrollment.

A student who is enrolled at one institution for the equivalent of at least ten quarter hours of course work may enroll for five or more quarter hours of course work at the other institution.

Applications for co-enrollment should be submitted to the other institution at least two weeks prior to the scheduled registration date and are available from the Registrar's Office at Augusta College.

The student will pay all fees required of a full-time student at the home institution.

A student who wishes to register for an

overload must satisfy the overload requirements of the home institution.

Augusta College Transient and Co-enrolled Students

An Augusta College student must be in good standing and must obtain prior approval to enroll in any and all credit courses at any other institution as a transient or co-enrolled student. This prior approval of each course must be obtained from the Augusta College department or school that offers a course most comparable to the one that will be taken elsewhere.

A student who has attempted a course at Augusta College and received a penalty grade in that course may not take the course as a transient or co-enrolled student at another institution. (Penalty grades include F's, and WF's in all courses, and D's, F's and WF's in English 101, English 102, and major and minor courses.)

A statement granting permission to attend another accredited institution will be provided by the Augusta College Registrar after departmental or school approval has been obtained.

Auditors

A student who has been admitted to Augusta College may be permitted to enroll in credit courses as an auditor on a non-credit basis. However, a student may not change his status from credit to audit or vice versa during the course. Credit may not be earned in courses taken as an auditor except by re-enrollment for credit in, and completion of, the course with a satisfactory grade.

An auditor is assumed to be seriously interested in courses that he audits. Therefore, a student enrolled as an auditor is expected to attend class regularly and perform such other tasks as may be assigned by the instructor. An auditor who does not attend regularly will be dropped from the class with a grade of "W".

Student Classification

For the purpose of class organization, a student is classified on the basis of number of quarter hours of academic credit

earned at the time of registration as follows: Freshman, 0-44; Sophomore, 45-89; Junior 90-134; Senior, 135 or more.

Course Changes

Courses may be dropped and/or added only upon the approval of the student's faculty advisor. Course changes are not to be made at the whim of the student. In the case of the course changes, the student must initiate an "Add-Drop" form which can be obtained from his academic advisor's office.

The last day for late registration, as given in the college calendar, shall be the last day a student may enroll in a class.

Substitution of Courses

Each student is responsible for following the requirements of his selected program as specified in the catalog and in accordance with the regulations of the catalog. Variations in course requirements are permitted only upon petition and the written approval of the chairman of the department responsible for the required course and the appropriate dean. Variations from course requirements are approved only under exceptional circumstances and only in cases where courses of the same academic value and type can be substituted.

Grading System

Grade	Grade Points
A	Excellent.....4.0
B	Good3.0
C	Satisfactory2.0
D	Passing.....1.0
F	Failure.....0.0
WF	Withdrew, failing0.0

The following symbols are used in the cases indicated, but are not included in the determination of the grade point average:

I Incomplete—Student doing satisfactory work, but unable to meet the full requirements of the course because of non-academic reasons. The maximum time for completing course work

to remove an I is one quarter; otherwise, the I will be automatically changed to F.

W Withdrawal, without penalty—The W will be assigned if the student officially withdraws from the course at midterm or before. A grade of WF will be assigned after midterm unless the student withdraws because of non-academic hardship and has a passing average at the time of withdrawal.

S* Satisfactory—Indicates satisfactory completion of degree requirements other than academic course work.

U* Unsatisfactory—Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work.

V Audit—Indicates that the student was enrolled in the course as an auditor. Students may not transfer from audit to credit status or vice versa.

K Credit by examination.

*These symbols are used for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs, and the following courses:

ANT	496	Undergraduate Internship
ART	496	Undergraduate Internship
BUS	496	Undergraduate Internship
CHM	496	Undergraduate Internship
CSC	496	Undergraduate Internship
ECN	496	Undergraduate Internship
EDU	433	Student Teaching - Early Childhood
EDU	434	Student Teaching - K-12
EDU	435	Student Teaching - Middle Grades
EDU	436	Student Teaching - Secondary Education
EDU	437	Practicum with Educable Mentally Retarded
EDU	439	Practicum with Trainable and Severely Mentally Retarded
EDU	491	Seminar in Education - ECE
EDU	492	Seminar in Education - MG
EDU	493	Seminar in Education K-12
EDU	496	Undergraduate Internship
ENG	211	Debate and Forensics
ENG	496	Undergraduate Internship
HIS	496	Undergraduate Internship
JRL	201	Practical Journalism I
JRL	202	Practical Journalism II

JRL 203	Practical Journalism III
MAT 496	Undergraduate Internship
MUS 195	Recital Laboratory
MUS 496	Undergraduate Internship
PHY 496	Undergraduate Internship
PCS 496	Undergraduate Internship
POL 496	Undergraduate Internship
PSY 496	Undergraduate Internship
SOC 496	Undergraduate Internship
SOW 358	Field Placement - Phase I
SOW 496	Undergraduate Internship
SP 496	Undergraduate Internship

Developmental Studies Grading System

Quality points are not computed for Developmental Studies courses. No degree or graduation credit is earned in Developmental Studies courses, though institutional credit is awarded if a satisfactory grade is earned. (See section under Developmental Studies Students on page 60 for more details.)

Withdrawal From Class

The responsibility for initiating a withdrawal resides with the student. The student must consult with his instructor and his academic advisor before a withdrawal is considered complete. Forms for initiating a withdrawal may be obtained from the Office of Student Records. An instructor may withdraw a student for excessive absence. (See Class Attendance below for attendance policies and undergraduate Grading System above for grading policy upon withdrawal.) A student loses all privileges of class attendance upon withdrawal from the class.

Class Attendance

The resources of Augusta College are provided for the intellectual growth and development of the students who attend. A schedule of courses is provided for the students and faculty to facilitate an orderly arrangement of the program of instruction. The fact that classes are scheduled is evidence that attendance is important and students should, therefore, maintain regu-

lar attendance if they are to attain maximum success in the pursuit of their studies.

It is recognized that the degree of class attendance may vary with the student, the professor, or the course. It is also recognized that, on occasions, it may be necessary for the student to be absent from scheduled classes or laboratories for personal reasons. On such occasions, all matters related to student's absences, including the making up of work missed, are to be arranged between the student and the professor.

All professors will, at the beginning of each quarter, make a clear statement to all their classes regarding their policies in handling absences. Professors will also be responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each course professor.

A student must not be absent from announced quizzes, laboratory periods, or final examinations unless the reasons for the absences are acceptable to the concerned professors. A student should also understand that he is responsible for the academic consequences of his absences.

After the equivalent of one week of absences from a class, regardless of cause, the student is subject to being dropped from the class by the instructor. A student so withdrawn may appear before a board of review appointed by the Academic Policies Committee for reinstatement. In the event a student is reinstated, he is fully responsible for making up all work missed while his case was pending.

Grade Changes

Any grade changes must be accomplished within the quarter immediately following the quarter in which the grade was originally reported.

Graduation with Honors

Excellence in academic work is recognized at graduation by the award of honor rank in general scholarship. A student who averages 3.85 or more is graduated SUMMA CUM LAUDE; one who averages 3.65,

but less than 3.85, is graduated MAGNA CUM LAUDE; and one who averages 3.50, but less than 3.65, is graduated CUM LAUDE. This distinction of high academic achievement is placed on the student's diploma and is noted on his permanent record.

A student who has transferred to Augusta College is eligible to graduate with honors only if his grade point average for his entire college career meets one of the above requirements and he has completed at least half of his courses in residence.

Deans' Lists

The Deans' Lists for the School of Business Administration, the School of Education, and the School of Arts and Sciences are compiled quarterly for undergraduate students. To qualify for this academic honor, a student must (1) earn ten (10) or more quarter hours of undergraduate course work numbered 100 or above, exclusive of K grades, (2) achieve a grade point average of 3.66 for the quarter, and (3) receive no grade of I, F, or WF during the quarter.

Credit for Non-Traditional Studies

Non-traditional studies are defined as studies other than those taken in the normal college or university classroom situation. Correspondence courses, military courses, and courses taken through the United States Armed Forces Institute are examples.

Determination of whether college credit will be awarded for non-traditional studies is made by the appropriate academic dean. An examination may be required to validate knowledge gained before credit is awarded. Questions concerning the type of credentials to be submitted in support of requests for credit should be directed to the Admissions Office.

Student Grievances

The policy for consideration of student grievances of an academic nature can be found in the Augusta College Student Handbook.

Academic Standing

Determination of academic standing is based upon a student's cumulative grade point average. The grade point average is computed by dividing the number of hours attempted at Augusta College in which a grade of A, B, C, D, E, F or WF has been received into the number of grade points earned on those hours. In addition, students on probation or suspension must take into consideration any transfer hours attempted as outlined below in the discussion of "credit level."

Academic Probation

Students who earn a cumulative grade point average of less than 2.00 will be placed on academic probation. Students on probation may continue in attendance provided they meet the following minimum requirements based on "credit level." The "credit level" is the total hours attempted at Augusta College plus all transfer credit hours plus all credit hours based on approved examination programs.

Credit Level	Required Minimum	
	Quarterly GPA	Cumulative GPA
25 - 44	2.0	1.3
45 - 89	2.0	1.6
90 - 134	2.3	1.9
above 134	2.3	2.0

Suspension

Students who are on probation and fail to meet the requirements specified above will be suspended. The time of the suspension will be a minimum of one quarter for the first suspension, two quarters for the second suspension, and four quarters for all suspensions thereafter.

Reinstatement of Suspended Students

After the mandatory period has passed, students suspended for academic deficiencies may be considered for reinstatement by petitioning the dean of the appropriate school. The petition must be submitted in writing to the dean at least thirty

days prior to the desired quarter of reinstatement. Appeals for reinstatement after the third and all subsequent suspensions must also be approved by the Vice President for Academic Affairs.

If circumstances warrant, the dean or vice president may require special testing and successful completion of all or a part of the Developmental Studies program as a condition of reinstatement.

Having appealed and been reinstated according to the above procedure, should the student again fail to meet the probation requirements, the student will be suspended. Normally a student will not be reinstated after the fourth suspension.

Developmental Studies Students

A student in the Developmental Studies Program who is permitted to take regular credit courses is subject to the above regulations concerning probation and suspension. However, these regulations do not apply to quarter hours of "institutional credit" attempted or earned.

1. During each quarter of enrollment, all Developmental Studies students, including those attending part-time, must first register for all required Developmental Studies courses before being allowed to register for other courses.
2. Until individual Developmental Studies requirements have been satisfied, students will not be permitted to take credit courses which assume the content or the skills of a student's required Developmental Studies courses as prerequisites:

MAT 098 and 099 are prerequisites for MAT 107, ENG 098 and 099 are prerequisites for ENG 101, RDG 098 and 099 are prerequisites for ENG 101.

In addition, RDG 098 and 099 are prerequisites for all credit courses, with the exception of PSY 245; SWK 111; ACO 100; all 100 level MUA courses; ART 102, 103, 131; MUS 105, 111, 112, 125, 126, 127, 195, 233; all performing groups (MUS 171, 173, 174, 331); all 100 and 200 level MIL courses.

3. A student may not accumulate more than thirty (30) hours of academic credit before completing all Developmental Studies requirements. A student who accumulates thirty (30) hours of academic credit, and has not successfully completed required Developmental Studies courses, may enroll only in Developmental Studies courses until requirements in Developmental Studies are successfully completed.
4. Students who do not complete the requirements for passing each required area of Developmental Studies after a maximum of (4) attempts per area will be declared ineligible to continue in the program and will be excluded from the institution. An attempt is defined as a quarter in which a student receives any grade or symbol except "W."
5. No degree credit is earned in Developmental Studies, though institutional credit is awarded. Time spent in Developmental Studies course work is cumulative within the system, as is the number of attempts per area. Students with transfer credit or credit earned as a certificate student may be granted up to a total of four attempts at an area of Developmental Studies.
6. The following grade symbols are used in Augusta College's Developmental Studies program:
 - S = satisfactory (passed coursework, passed Basic Skills Examination (BSE))
 - IP = work in progress (passed coursework, failed BSE)
 - U = unsatisfactory (failed coursework, ineligible to attempt BSE)
 - W = withdrawal before midterm (not counted as an attempt)
 - V = audit (volunteer enrollment only)
7. Students enrolled in both Developmental Studies and credit courses may not withdraw or be withdrawn from a Developmental Studies course unless they also withdraw or are withdrawn from all courses, and must

have advisor approval for all course changes.

Academic Honesty

In an academic community, honesty and integrity must prevail. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members.

Definition

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others. In general, academic honesty excludes:

1. Cheating on an examination of any type: giving or receiving, offering or soliciting information on any examination. This includes the following:
 - a. Copying from another student's paper.
 - b. Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.
 - c. Collaboration with another student during an examination.
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any other material purported to be the unreleased contents of an upcoming examination, or the use of any such material.
 - e. Substituting for another person during an examination or allowing such substitution for oneself.
 - f. Bribery of any person to obtain examination information.
2. Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.

3. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work or in laboratory work offered for evaluation and credit, unless such collaboration is specifically approved in advance by the instructor.
4. Credential misrepresentation is the use of false or misleading statements in order to gain admission to Augusta College. It also involves the use of false or misleading statements in an effort to obtain employment or college admission elsewhere, while one is enrolled at Augusta College.

Faculty Responsibility

It is the duty of the faculty to practice and preserve academic honesty and to encourage it among students. The instructor should clarify any situation peculiar to the course that may differ from the generally stated policy. He should furthermore endeavor to make explicit the intent and purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty. It is the responsibility of the faculty member to provide for appropriate supervision of examinations.

Student Responsibility

It is the duty of the student to practice and preserve academic honesty. If the student has any doubt about a situation, he should consult with his instructor.

Procedures

Any faculty member who encounters a violation of academic honesty by a student shall:

1. Confront the student and make the charges known.
2. Discuss the matter thoroughly with the student so that each position is clearly delineated.
3. If upon completion of this discussion the faculty member feels that punitive action stronger than an admonition is warranted, he will report the matter to the chairman of the department where the alleged violation occurred.

4. Each reported violation will be reviewed departmentally, and if it is clearly established that indeed a violation of academic honesty has occurred, a report outlining the offense will be submitted to the appropriate dean.

The dean shall:

1. Review each alleged violation of academic honesty.
2. If warranted, prescribe punitive action according to the following guidelines:
 - a. First Offense: Recommend to the instructor that the student be withdrawn from the course in which the violation occurred with a grade of F. Note the violation in the dean's file; this notation would under no circumstances be made available as a portion of the student's permanent record and shall be destroyed upon completion of the student's course of study.
 - b. Second Offense: Recommend to the instructor that the student be withdrawn from the course in which the violation occurred with the grade of F. The second violation shall result in automatic expulsion from Augusta College.
3. Notify the student in writing of the action taken and clearly explain the student's due process of appeal.
4. Notify the involved faculty member in writing of the action taken.
5. Direct the Registrar to initiate the proper withdrawal procedure and, in the case of a second offense, to enter the word "expelled" on the student's permanent record.
6. Maintain administrative records of all matters pertaining to violations of academic honesty.

Appeal Procedure

Should the student desire to appeal the decision for punitive action, he may request the office of the Vice President for Student Affairs to arrange a hearing before the Student-Faculty Judiciary. In the event the student is dissatisfied with the findings of the Student-Faculty Judiciary,

he may direct his complaint in writing to the President of Augusta College. Should he be dissatisfied with the president's decision, he may apply to the Board of Regents, without prejudice to his position, for a review of the decision.

Graduation Requirements

The amount of academic credit that the college will allow for work done in another institution within a given period of time may not exceed the normal amount of credit that could have been earned at the college during that time. The appropriate academic dean determines which credits may be applied toward fulfilling degree requirements. A maximum of 96 quarter hours of credit earned in a junior college may be applied toward a degree.

Normally, two identical degrees are not awarded. However, a student may receive the appropriate degree of any other program by completing the additional requirements of that program and earning at least 45 hours of resident credit (30 hours for the associate degree) in excess of the requirement for the original degree.

To qualify for a degree from Augusta College, the candidate must satisfy the following conditions:

1. Course Requirements: Complete a minimum of 90 quarter hours for the associate degree or 180 quarter hours for the baccalaureate degree (exclusive of credit earned in lower division Physical Education courses) as specified for the candidate's program. (See pages 71-75.) Included in the baccalaureate degree program is a requirement for 5 hours credit in HUM 323. There will be a minimum of 70 hours of upper division courses required for students graduating with the baccalaureate degree beginning in 1988. However, a student graduating with the degree of Bachelor of Arts with a major in music may count all courses taken to fulfill the foreign language requirement for the degree as upper division credit for the purpose of meeting the 70-hour requirement.

2. **Physical Education Requirement:** Complete the required courses in physical education or satisfy conditions for a waiver of requirements. (See page 64.)
3. **Grade Point Average:** Achieve a grade point average of at least 2.00 on all work attempted at this college.
4. **Residence Requirement:** If seeking an associate degree, complete in residence at Augusta College a minimum of 30 quarter hours of academic credit. If seeking a baccalaureate degree, complete in residence at Augusta College a minimum of 45 quarter hours of academic credit in courses numbered 300 and above. At least 30 quarter hours of this credit must be earned after achieving senior status. A student majoring in medical technology must have the equivalent of his or her junior year in residence, the fourth year being taken at one of the several approved hospital schools of medical technology affiliated with Augusta College. A student who has satisfied the foreign language requirements for his degree may count the courses taken during his junior and senior years in any other foreign language, regardless of course numbers, toward his upper division (300-400 level) graduation requirements.
5. **Legislative Requirements:** Demonstration of a knowledge of United States history, Georgia history, the United States Constitution, and the Georgia Constitution as required by Georgia state law. (See page 64.)
6. **Regents Testing Program Examination:** Demonstration of proficiency in writing skills by passing all parts of this examination. The examination is administered each quarter and students are advised when they are eligible and must take this examination. Transfer students who are eligible will be notified of the earliest testing date following their initial enrollment.
7. **Senior Exit Examination:** Each student who receives a baccalaureate degree from the college is required to take an exit examination covering the area of the major.
8. **Special Examinations:** Special examinations may be required of the student as he/she progresses through various levels of the curriculum.
9. **Graduation Fee:** This fee, is to be paid to the Business Office at the time the application for graduation is submitted.
10. **Application for Graduation:** The application (obtainable from the Office of Student Records) must be completed and filed with the Registrar no later than the mid-term date of the quarter preceding the final quarter of course work.
11. **Payment of Financial Obligations:** No student will be permitted to graduate if he is in default on any payment due to the college.
12. **Faculty Approval:** Students must be approved formally for graduation by the faculty.

General Degree Requirements

Degrees are conferred formally at the close of the spring quarter (in June) and at the close of the summer quarter (in August). Students who complete all requirements for the degree by the end of the fall or winter quarters receive degrees in June. Unless excused in writing by the appropriate dean, degree candidates must attend graduation exercises.

A candidate for graduation is normally subject to requirements in effect at the time of initial enrollment; however, changes may have been made while the student is enrolled. The changes in requirements shall be implemented as so to minimize the problems of transition for currently enrolled students, but, since changes are considered to be improvements, the new requirements will normally apply. Exceptions may be made by the department chairperson in conjunction with the advisor, appropriate department faculty, and, as necessary, the dean.

A student who is not enrolled for two or more consecutive years or who transfers for two or more quarters to another institution will be subject to the requirements in

effect at the time of readmission.

A list of all changes in graduation requirements will be compiled at the end of each spring quarter. This will be distributed at fall registration and made prominently available at subsequent registrations, and will be available at all times in the office of the registrar and through the advisors. In addition, all actions regarding graduation requirements will be submitted for publication in the college newspaper.

Additional Baccalaureate Degree

A student holding a baccalaureate degree from an accredited college or university who wishes to work for another degree must complete the minimum residence requirements of the college (45 quarter hours of course work in courses numbered 300 or above with an average grade of C or better) with at least 45 hours of resident credit in excess of the requirement for the original degree. In addition, he must complete the exact requirements of major courses, allied fields or minor, mathematics, and foreign languages. Special advisement from the office of the appropriate dean should be sought by such persons.

Special Legislative Requirements

An act of the 1975 session of the Georgia legislature provides that all graduates are required to have passed an examination on the History of the United States, the History of Georgia, and on the provisions and principles of the United States Constitution and the Constitution of Georgia. Examinations are administered each quarter. No academic credit is given for these examinations. They are scheduled and administered quarterly by the Office of Testing. (See college calendar for dates.)

Certain history and political science courses will satisfy this requirement. The course descriptions identify these courses. The Augusta College student who fails to pass the examinations must present course credits in the area or areas failed.

Physical Education Requirements

Baccalaureate Degree

Each student is required to pass six courses

(selected from 101-191) of physical education which should normally be completed during the freshman and sophomore years. Unless a waiver (as outlined below) is granted, the requirement will consist of Physical and Mental Health (PED 191), one course in aquatics (PED 141 thru PED 159) and four other courses to be selected from the physical education curriculum. The electives may be repeated, but it is strongly suggested the student take advantage of this opportunity to develop a wide range of skills.

Associate Degree

Each student is required to pass three courses (selected from 101-191) of physical education. Unless a waiver (as outlined below) is granted, the requirement will consist of Physical and Mental Health (PED 191), one course in aquatics (PED 141 thru 159) and one other course to be selected from the physical education curriculum.

Waivers and Substitutions

A) Veterans: Based on a minimum of one year of continuous active duty, a veteran may present a copy of form DD 214 to the Registrar for verification, and be exempted from the Physical Education requirements. B) Age: A student 25 years of age or older at the time of his or her first registration at Augusta College or at the time of re-enrollment after an absence of two or more years is not required to take physical education courses.

C) Evening Students: A student who completes 50 percent or more of the courses required for his or her degree from courses scheduled after the seventh period is not required to take physical education courses.

D) Medical Statement: A student who presents a medical statement from a physician stating he or she is not capable of activity-type courses may satisfy the requirement by substituting three courses in Sports Appreciation (PED 195-197). The medical statement must be presented in person by the student to the Chairman of the Department of Physical Education.

For the Associate Degree program, waivers are the same as those for the Baccalaureate Degree program.

Regents' Testing Program

The following is the policy of the Board of Regents of the University System of Georgia and Augusta College regarding the Regents' Testing Program:

A. Requirements

Students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement of graduation. Passing the Regents' Test is defined as having passed all components of the test by scoring above the cutoff score specified for each component. If one component of the test is passed, that component need not be retaken; this provision is retroactive to all students who have taken the test in any form since the inception of the program.

B. Exemptions

1. Students who hold a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Test.
2. Students whose mother tongue is other than English may be exempted from taking the Regents' Test, but they will be expected to demonstrate their skills by performing acceptably on a comparable examination.

C. When to take the Regents' Test

1. Students who have satisfactorily completed English 101 and 102 or English 111 or have earned 45 quarter hours of credit must take the Regents' Test the next quarter in which they are enrolled. Students who fail to take the test at this time will not be able to register for classes until they have signed up to take the Regents' Test.
2. Students who have passed only one portion of the Regents' Test are required to take only the segment they have not passed.
3. Transfer students from within the University System will be held to all policies as described herein. Transfer student from outside the University System who receive 60

or more credit hours of transfer credit must take the Regents' Test before enrolling or during their first quarter of attendance. Thereafter, they are subject to all other provisions of this policy.

4. Students who do not take the Test at the designated date and time will not be allowed to register for subsequent quarters until they have taken the Test or made proper arrangements for testing through the Testing Center.

D. Remediation Requirements

1. Students who have earned 74 or fewer hours and who fail one or both parts of the Regents' Test must take English 101 or 102 if they have not satisfactorily completed these courses or English 051 and/or 052 if they have completed these courses: students who have earned 75 hours of credit or more must take English 051 and/or 052 (as appropriate) for remediation whether or not they have completed English 101 or 102.
2. Students required to enroll in English 101, 102, 051 and/or 052 as required above must meet all requirements of these courses. Students required to take English 101, 102, 051, and/or 052 may not take an overload or withdraw from this class. ***Students who miss the equivalent of one week of class will be withdrawn from the class, prohibited from taking the Regents' Test that quarter, and made ineligible to register at Augusta College for the following quarter.**
3. Part-time students taking only one course per quarter may be permitted to take remediation and repeat the test in only one area at a time although they may have previously failed both components of the Regents' Test. Students who select this option may not take regular degree credit courses during that quarter.

E. RTP Exceptions Committee

Students have access to an Exceptions Committee, consisting of the Dean of the School of Arts and Sciences, the Director of Testing, and the Registrar. This committee will consider **extreme hardships** related to taking remedial courses and/or the Regents' Test. Appeals should be **submitted in writing** to the Office of the Registrar, located in Payne Hall. The Exceptions Committee will review appeals at the beginning and end of each quarter.

F. Review of Essay

A student may request a formal review of his/her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded **and** if the student has successfully completed English 101 and 102. Any student who fails the essay component of the Regents' Testing Program may secure a copy of his essay from the Department of Languages and Literature. The student should enroll in English 052 and take the copy of his essay with him to his first class. The instructor will review and mark the essay indicating if he thinks the essay should be appealed. If the instructor and the student agree that the essay should be appealed, they will submit an unmarked copy of the essay to a committee consisting of three faculty members appointed by the Vice President for Academic Affairs. If the student does not concur with the 052 instructor's evaluation of his essay, he may appeal his essay by immediately

notifying the committee of his intent to appeal and requesting that an unmarked copy of his essay be sent to the committee. If a majority of the review panel feels that the essay should be appealed, the committee will send its recommendation, along with a copy of the essay, to the System's Director of the Regents' Testing Program. On the other hand, a vote by the committee to sustain the essay's failing score will terminate the review process.

The initial step in the review and the review itself are intended to deal with perceived errors in ratings. The review is not automatically indicated by a student's failure to pass the essay. A review is indicated only when **there is substantial question concerning the accuracy of scoring** and when the criteria set forth in the first sentence of this section on Review of Essay have been met.

The on-campus review committee will consist of three members, each of whom is an experienced essay rater. A decision by the on-campus review panel to terminate the review is final; this decision **cannot be appealed** to any other office.

Exit Examinations

Augusta College requires that each student who completes a baccalaureate degree program take an appropriate comprehensive exit examination approved by the college. Further information on this examination may be obtained from the student's major department or the testing center.



Programs

Bachelor's Degree Programs

The college offers six different baccalaureate degrees. A wide selection of majors is available under the bachelor of arts and bachelor of science degrees.

For the Bachelor of Arts degree, majors may be selected in art, communications, elementary education (early childhood or middle grades), English, history, music, political science, psychology, and sociology.

For the Bachelor of Science degree, majors may be selected in biology, chemistry, computer science, mathematics, medical technology, physical science, and physics.

For the Bachelor of Science in Education degree, majors may be selected in health and physical education and in special education.

The Bachelor of Business Administration degree offers majors in accounting, economics, finance, management, marketing, and related areas.

The Bachelor of Music degree offers majors in performance and in music education.

The Bachelor of Fine Arts degree is offered with a major in studio work.

A major concentration normally requires a minimum of 45 quarter hours. Grades below C are not accepted for a major concentration. At least one-half of the major concentration must be completed in residence at Augusta College. Some departments or schools require general education or cognate courses in addition to the core curriculum and major courses. Satisfactory completion of the major concentration is certified by the major department or appropriate school. A student pursuing a degree program may declare a multiple major, in which case a minor concentration will not be required. The stu-

dent must complete all requirements for each major. Upon completion, the multiple major will be recorded on the permanent record.

Except where noted, all bachelor's degree programs require a minor which consists of 20 to 30 quarter hours depending upon the area of concentration. Grades below C are not accepted for a minor concentration. Satisfactory completion of the minor concentration is also certified by the minor department or school.

A minor concentration may be chosen from anthropology, art, biology, British studies, business administration, chemistry, communications, computer science, drama/speech, economics, education, English, French, general studies, German, gerontology, health and physical education, history, mathematics, music, philosophy, physics, political science, psychology, secretarial science, sociology, social science, social work, and Spanish.

Once the minor field is selected, the student should seek academic advisement for this concentration within the department or school in which he is minoring.

Teacher certification other than elementary education (early childhood or middle grades), health and physical education, and special education may be obtained by minoring in education and majoring in a selected field of study.

Associate Degree Programs

The Associate in Arts degree is offered with majors in criminal justice and general studies. The Associate in Science degree is offered with majors in nursing and secretarial science.

The Associate in Applied Science degree is offered at Augusta College in cooperation with the Augusta Area Technical

School:

- child development
- instrumentation technology
- consumer electronics
- electrical technology
- electronic technology
- medical laboratory technology
- clerical
- office administration
- accounting
- medical secretarial
- management
- horticulture
- fashion merchandising
- marketing
- data processing
- drafting and design technology
- banking and financial services

Developmental Studies Program

The purpose of the Developmental Studies Program is to provide a curriculum that will increase the student's chances of achieving college-level proficiency in basic academic subjects, to provide additional assistance in specialized subjects, and to help the student realistically assess vocational and academic goals.

High school performance, scores on the College Board Scholastic Aptitude Tests,

and other tests as specified by Augusta College determine whether a student needs Developmental Studies courses. The student may be required to take all of the Developmental Studies courses, or he or she may be required to take only one or two courses in a particular academic area. If an applicant's academic qualifications are such that in the opinion of the college he or she would not be successful even with the assistance provided by the Developmental Studies Program, he or she will be denied admission. Students who meet full admission requirements to Augusta College may, for their own reasons and with permission from the Chairman of the Developmental Studies Department, elect to take a portion or all of the Developmental Studies Courses (numbered 099 and below). In addition, students who are not progressing satisfactorily in regular freshman English and algebra may be required to enter the Developmental Studies Program. Such changes must be made not later than the last day for full withdrawal with refund.

After consultation with an academic advisor, students are placed in appropriate courses. See pages 48, 58, and 60 for additional information concerning Developmental Studies.

Core Curriculum

A core curriculum was developed by the University System of Georgia for the general purpose of aiding and facilitating the education progress of students as they pursue baccalaureate degrees within and among the units of the University System. It provides the basic course of study that would normally be covered in the first half of a baccalaureate degree program.

The core curriculum includes ninety quarter credit hours of which sixty are in general education and thirty in a major area of study. It is divided into four areas, with twenty credits in each of the three general studies areas. A student who completes the requirements of the core, or any area of the core, will have the assurance that credit for all of this work can transfer to another unit of the University System.

All candidates for the bachelor's degree at Augusta College must satisfactorily complete the three general areas of the core curriculum as well as the fourth area relating to their major field.

Area I Humanities	Requirement 20 Hours
English ¹ 101 & 102, or English 111	10
Humanities 221 & 222	10

Area II Mathematics & Natural Science	Requirement 20 Hours
Mathematics 107, 109, 115, 122, and/or 201	5-10
Natural Sciences (at least one ten-hour sequence of laboratory courses required)	10-15
Biology 101 & 102, or Chemistry 121 & 122, or Chemistry 121 & 106, or Chemistry 105 & 106, or Geology 101 & 102, or Physical Science 101 & 102, or Physics 201 & 202, or Physics 211 & 212	

Area III Social Sciences	Requirement 20 Hours
History 211 or 212	5
Political Science 101	5
Select two of the following:	10
Anthropology 101, 201	
Economics 101, 102, 103, 201	
History 115, 116, 211, 212	
Philosophy 101	
Political Science 201, 204	
Psychology 101 ²	
Sociology 101, 202, 221	

¹A grade of C or better is required in English 101, 102, and 111.

²PSY 101 is AREA IV course for elementary, health and physical education and special education majors.

Area IV Courses Related to the Major	Requirement 30-31 Hours
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Art — B.A. Degree

Select four courses from the following: 20

ART 102, 103, 131, 223, 231, 241

Select two courses from the following: 10

DRA 251

PSY 101

PHY 101

SPC 101

Foreign Language 111, 112, 201, 202

MUS 225

Art — B.F.A. Degree

Select four courses from the following: 20

Art 102, 103, 131, 223, 231, 241

Select two courses from the following: 10

SPC 101

PHY 101

PSY 101

MUS 225

Foreign Language 111, 112, 201, 202

DRA 251

Biology — B.S. Degree

BIO 101, 102 10

Select 20 hours from the following: 20

MAT 201, 221

CSC 235, 244

CHM 123, 281

PCS 201, 202, 203

Foreign Language

Biology Education — B.S. Degree

EDU 205¹ 5

PSY 101 (must be taken in Area III or IV) 0-5

BIO 101, 102 10

Select two or three 5-hour courses from the following: 10-15

CHM 123

CSC 235, 244

MAT 201, 221

PCS 201, 202, 203

¹A grade of C or better is required in EDU 205.

Business Administration

(Accounting, Economics/Finance, General Business, Management, Marketing, and Executive Secretarial)—

B.B.A. Degree

ECN 101-102 10

ACC 211-212 10

MIS 210 5

MAT 221 5

Business Administration (Business Education) — B.B.A. Degree

SSC 101, 102, 103 6

PSY 101 5

EDU 205¹ 5

ECN 101 5

SPC 101 5

ACC 211 5

Chemistry — B.S. Degree

Select two to four courses from the following: 10-21

CHM 121, 122, 123, 281

Select up to three courses from the following: 0-15

MAT 115, 201, 202, 203, 204

Select up to three courses from the following: 0-15

PCS 201, 202, 203, 211, 212, 213

Select up to two courses from the following: 0-10

BIO 101, 102

Chemistry Education — B.S. Degree

EDU 205¹ 5

PSY 101 5

Select 20 hours from the following: 20

BIO 101, 102,

CHM 121, 122, 123, 281

MAT 115, 201, 202, 203, 204

PCS 201, 202, 203, 211, 212, 213

Communications—Broadcast—Film, Advertising—Public Relations and Journalism Tracks

Foreign Language through the 202 level 20

SPC 101 or ART 165 or SPC 205 5

Communications 200 5

Communications—Drama—Speech Track

Foreign Language through the 202 level	20
Communications 200	5
Speech 101 or Speech 205	5

Computer Science — B.S. Degree

CSC 244, 245, 254	15
Select one sequence from the following:	10
MAT 201-202	
MAT 202-203	
Select one of the following courses:	5
ACC 211	
MAT 203, 204	
MAT 221	

Elementary Education — B.A. Degree

EDU 202 ¹	15
SPC 101	
PSY 101	
Foreign Languages 111, 112, 201, 202 (a ten-hour sequence required if two high school units in a foreign language have not been earned)	0-10
Select one or three courses from the following:	5-15
ANT 101, 201	
ART 102, 103, 131	
BIO 101, 102	
CHM 105, 106, 121, 122	
CSC 235	
DRA 225	
ECN 101, 102	
GGY 101	
HIS 115, 116, 211, 212	
MAT 109, 115, 201	
MUS 111, 112, 113	
POL 201	
PHY 101	
PSC 101, 102	
SOC 101	

¹A grade of C, or better, is required in EDU 202 and 205.

Education — B.S. in Education

(see Health and Physical Education and Special Education)

English — B.A. Degree

Foreign Language through the 202 level	20
Select ten hours from the following:	10
ART 102, 103, 125, 131, 141, 205, 223, 231, 241, 261, 272	
ENG 271, 295	
HIS 115, 116, 211, 212	
MUS 110, 111, 112, 113, 120, 121, 122, 123, 130, 141, 142, 143, 144, 145, 146, 147, 148, 210, 220, 221, 222, 223, 230	
PHY 101	
PSY 101	
SPC 101, 205	

English Education — B.A. Degree

Foreign Language through the 202 level	20
U 205 ¹	5
PSY 101 (must be taken in Area III or Area IV) OR:	0-5
Select 0-8 hours from the following courses:	0-8
ART 102, 103, 125, 131, 141, 205, 223, 231, 241, 261, 272	
DRA 225	
ENG 271, 295	
HIS 115, 116, 211, 212	
JRL 101	
MUS 110, 111, 112, 113, 120, 121, 122, 123, 130, 141, 143, 144, 145, 146, 147, 148, 210, 220, 221, 222, 223, 230	
PHY 101	
SPC 101	
¹ A grade of C, or better, is required in EDU 205.	

Health and Physical Education — B.S. in Education Degree

BIO 111, 112	10
EDU 205 ¹	5
PSY 101	5
CSC 235 or MAT 221	5
SPC 101	5

History — B.A. Degree

Select fifteen hours from the following: 15

HIS 115, 116, 211, 212

Select fifteen hours from the following: 15

Foreign Language 0-10

ANT 101

ECN 101

GGY 101

PSY 101

POL 101, 201, 202

SOC 101

MAT 221

CSC 235

History Education — B.A. Degree

PSY 101 (must be taken in Area III

or IV) 0-5

EDU 205¹ 5

Select ten to fifteen hours from the following: 10-15

HIS 115, 116, 211, 212

Select 0-ten hours from the following: 0-10

Foreign Language

ANT 101

CSC 235

ECN 101

GGY 101

MAT 221

POL 101, 201, 202

SOC 101

¹A grade of C, or better, is required in EDU 205.**Mathematics — B.S. Degree**

MAT 202, 203, 204, and CSC 244 20

Select two courses from the following: 10

FR 111, 112, 201

GER 111, 112, 201

CHM 121, 122, 123

PCS 211, 212, 213

BIO 101, 102

CSC 245, 254

Mathematics Education — B.S. Degree

MAT 202, 203, 204 15

EDU 205¹ 5

PSY 101 (must be taken in Area III or IV) 0-5

CSC 235, 244, 245 5-10

Medical Technology

BIO 111, 112 10

CHM 123, 281 11

PCS 201 5

PCS 202 or 203 5

Music — B.A. Degree and B.M. Degree (Performance major)

MUS 105, 111, 112, 125, 126, 127, 211, 212 18

Select six hours in the major performance ensemble courses as follows:

MUS 171, 173, or 174 6

Select six hours from one of the following applied music areas: MUA 141, 142, 143, 144, 145, 146, 147, 148, or 149 6

Music — B.M. Degree (Music Education Major)

MUS 105, 111, 112, 125, 126, 127 12

PSY 101 (must be taken in Area III or IV) 0-5

EDU 205¹ 5

Select four to nine hours in one of the following music performing groups:

MUS 171, 173, or 174 4-9

Select four hours in one of the following applied music areas: MUA 141, 142, 143, 144, 145, 146, 147, 148, or 149 4

NOTE: A grade of C or better is required in each of the above courses.

Physics — B.S. Degree

MAT 202, 203, 204 15

PCS 213 5

Select two 5-hour courses from the following: 10

MAT 115, 201¹

CHM 121, 122

PCS 211, 212

¹A grade of C, or better, is required in MAT 115 and 201.**Physics Education — B.S. Degree**EDU 205¹ 5

PSY 101 5

MAT 202, 203, 204 15

PCS 213 5

¹A grade of C or better is required in EDU 205.

Political Science— B.A. Degree

Select 10 hours from the following: 10

MAT 221 5

CSC 235 5

Foreign Language 0-10

Select 20 hours from the following: 20

ACC 211

ECN 101

GGY 101

HIS 211

HIS 212

PHY 101

PSY 101

SOC 101

**Political Science Education —
B.A. Degree**PSY 101 (Must be taken in Area III or
IV) 0-5EDU 205¹ (required) 5

Select 10 hours from the following:

MAT 221 0-5

CSC 235 0-5

Foreign Language 0-10

Select 10 to 15 hours from the following:

ACC 221 5

ECN 101 5

HIS 211 5

HIS 212 5

PHY 101 5

SOC 101 5

Psychology — B.A. Degree

PSY 101 5

Select 25 hours from the
following: 25

ANT 101, 201

BIO 111, 112

CHM 105, 106

EDU 205

ECN 101, 102

MAT 201, 202, 203, 221

PHY 101, 201

POL 201

PSY 195, 245

SOC 101, 202, 206, 221

SPC 101, 201

SWK 111

Foreign Language

Sociology — B.A. Degree

Foreign Language 10

or MAT 221 and CSC 235

PSY 101 5

SOC 101 5

Select two five-hour courses from
the following: 10

ANT 101, 201

ECN 101, 102

POL 204

SOC 103, 202, 206, 221

SWK 111, 222

Special Education — B.S. in EducationEDU 202¹ 15

PSY 101

SPC 101

Select three courses from the
following: 15

ANT 101, 201

ART 102, 103, 131

BIO 101, 102

CHM 105, 106, 121, 122

CSC 235

DRA 225

ECN 101, 102

Foreign Languages 111, 112, 201, 202

(a ten-hour sequence required if two
high school units in a foreign language

have not been earned)

GGY 101

HIS 115, 116, 211, 212

MAT 109, 115, 201

MUS 111, 112, 113

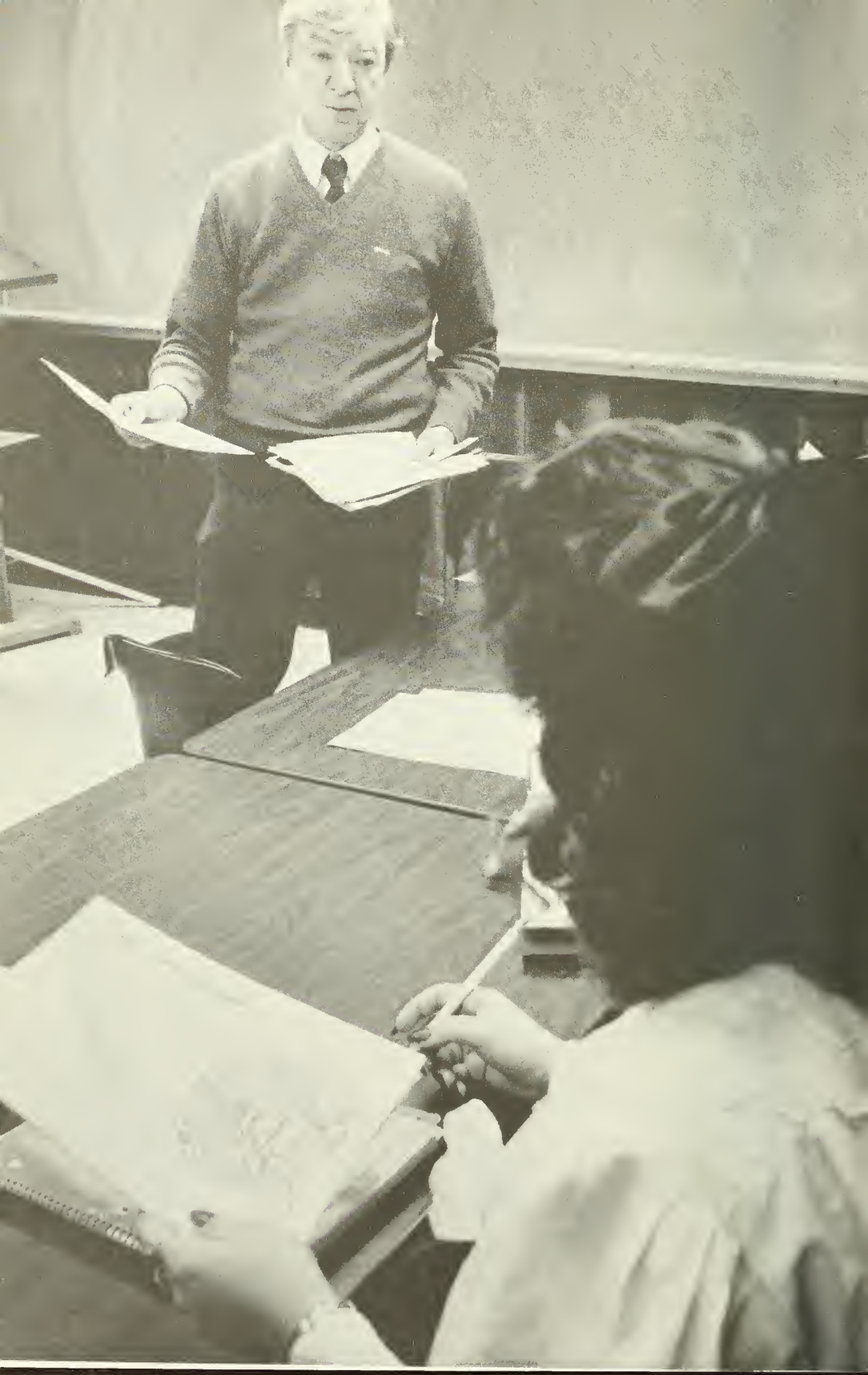
POL 201

PHY 101

PSC 101, 102

SOC 101

¹A grade of C or better, is required in EDU
202-205.



The School of Arts and Sciences

Faculty 1986-87

Dean

Dinwiddie, J.G.

Department of Biology

Professor

Urban, E.K., Chair

Black, J.B.

Associate Professor

Bickert, J.H.

Stirewalt, H.L.

Stullken, R.E.

Assistant Professor

Gordon, J.E.

Wellnitz, W.R.

Department of Chemistry and Physics

Professor

Turner, J.B., Chair

Bowsher, H.F.

Dinwiddie, J.G.

Ezell, R.L.

Associate Professor

Lewis, S.D.

Richart, S.G.

Stroebe, G.G.

Assistant Professor

Egekeze, J.O.

Department of Developmental Studies

Professor

Presley, J.W., Chair

Associate Professor

House, E.A.

Assistant Professor

Dodd, W.M.

Everett, O.M.

Ford, J.C.

Instructor

Cohen, J.T.

Ivey, R.V.

Stewart, B.B.

Whittle, S.T.

Department of Fine Arts

Professor

Drake, A.H., Chair

Fominaya, E.

Jacobs, H.M.

Schaeffer, J.G.

Associate Professor

King, J.

Russey, J.E.

Assistant Professor

Brown, M.R.

Comer, F.E.

Greenquist, S.L.

Thevaos, A.D.

Toole, W.F.

*Williams, J.E.

*On leave

Temporary Instructor

Lloyd, L.C.

Artist-in-Residence

Barton, A.

Bindler, N.

Department of History, Political Science and Philosophy**Professor**

Cashin, E.J., Chair

Callahan, H.

Chen, G.P.

†Peden, W.C.

Walker, R.H.

†Callaway Professor of Philosophy

Associate Professor

**Foley, D.M.

Ramage, T.W.

Saggus, C.D.

Taylor, P.F.

Assistant Professor

Chadwick, T.T.

Jensen, J.L.

Mansfield, S.R.

Department of Languages And Literature**Professor**

Johnson, W.J., Chair

Atkins, A.M.

Evans, W.E.

Willig, C.L.

Yonce, M.J.

Associate Professor

Blanchard, M.K.

DePaolo, R.

DuBose, M.M.

Fanning, C.E.

Garvey, J.W.

Jugurtha, L.B.

Sandarg, J.I.

Stracke, J.R.

Wharton, T.F.

Assistant Professor

Coleman, C.M.

Gibson, D.C.

May, J.C.

Muto, E.T.

Pollard, L.O.

Prinsky, N.R.

Salzman, R.G.

Smith, J.H.

**On leave as Fulbright Lecturer

Visiting Assistant Professor

Freeman, C.T.

Instructor

*Argo, E.B.

Temporary Instructor

Gardner, T.C.

Writer-in-Residence

Shivers, L.

Department of Mathematics And Computer Science**Professor**

Bompart, B.E., Chair

Thompson, G.G.

Associate Professor

Baker, A.F.

Benedict, J.M.

Brown, A.M.

Bryan, E.H.

Hamrick, A.K.

Maynard, F.J.

Pettit, M.E.

Turner, A.J.

Assistant Professor

Farkhondeh, S.

Hermitage, S.A.

Medley, M.D.

Prinsky, J.M.

Department of Military Science**Professor**

Scandrett, W., Jr., Chair

Associate Professor

Inman, P.T.

Assistant Professor

Alexander, J.M.
Boulay, S.H.
Clegg, S.E.

*On leave

Department of Nursing**Associate Professor**

Skalak, C.H., Acting Chair

Assistant Professor

Baecher, C.L.
Capers, E.S.
Dunaway, L.D.
Kizilay, P.E.
McDermott, M.M.
Newsome, G.G.
Price, C.R.

Temporary Assistant Professor

Bishop, K.P.

Department of Psychology**Professor**

Edmonds, E.M., Chair
Cahoon, D.D.
Hobbs, S.H.
Moon, W.H.
Sappington, J.T.

Associate Professor

Ellis, J.R.

Assistant Professor

Reeves, R.A.

Department of Sociology**Professor**

Mast, R.H., Chair

Associate Professor

*Burley, D.L.
Smith, J.M.

Assistant Professor

Murphy, C.P.H.
Thompson, E.H.

Temporary Assistant Professor

Johnston, R.L.

Temporary Instructor

Arthur, J.A.

*On leave

The primary objectives of the School of Arts and Sciences are to assist in development of basic skills, to provide essentials of a general education, and to provide advanced subject-area competence needed by involved citizens in a democratic society. These objectives are pursued through the offering of masters, baccalaureate, and associate degree programs appropriate to college resources and the needs of the community. Another objective of the School of Arts and Sciences is to support degree programs in the School of Business Administration and the School of Education by providing a variety of graduate and undergraduate course work as well as courses that are preliminary to professional training in such fields as engineering, law, medicine, and military science.

Courses are regularly offered during the day and in the late afternoon and evening in an effort to serve the needs of the students. It is possible to complete baccalaureate majors in Chemistry, Communications, Computer Science, English, History, Mathematics, Political Science, Psychology, and Sociology by taking the courses in the evening; however, students doing this should carefully coordinate their selection of courses with the department responsible for the major, since not all courses are offered every quarter.

The School of Arts and Sciences also offers a military science curriculum that prepares a student for a commission in the United States Army, the United States Army Reserve or the United States National Guard, and a variety of programs leading to minors.

The academic departments that comprise the School of Arts and Sciences are:
Department of Biology
Department of Chemistry and Physics
Department of Developmental Studies
Department of Fine Arts
Department of History, Political Science, and Philosophy
Department of Languages and Literature

Department of Mathematics and
Computer Science
Department of Military Science
Department of Nursing
Department of Psychology
Department of Sociology

The following is a list of majors available under the various degrees offered in the School of Arts and Sciences:

Bachelor of Arts - Majors in art, communications, English, history, music, political science, psychology, and sociology

Bachelor of Science - Majors in biology, chemistry, computer science, mathematics, medical technology, physics, and physical science

Bachelor of Fine arts - Major in studio art

Bachelor of Music - Majors in performance and music education

Associate in Arts - Majors in criminal justice and general studies

Associate in Science - Major in nursing

Associate in Applied Science - Major in consumer electronics, data processing, drafting and design technology, electrical technology, electronic technology, instrumentation technology, medical laboratory technology.

Summary of the Academic Requirements of the Bachelor Degrees offered by the School of Arts and Sciences

The requirements for all degrees are outlined under **Graduation Requirements** and **General Degree Requirements** beginning on page 62 of this catalog and continuing through page 66. The **Core Curriculum**, which deals with the first two years of each of the majors in the Bachelor degrees, is covered in detail on pages 71-75 of this catalog. Humanities 323 is an additional degree requirement.

In the Bachelor of Arts Degrees and the Bachelor of Science Degrees, there are a number of choices of a major field of study and a minor field. A minimum of forty-five quarter hours must be earned in the major and a total of twenty to thirty hours in the minor, depending upon the field, must be earned with a grade of "C"

or better in each course to meet the degree requirements. These requirements are spelled out in detail under the major or minor in the following section.

In addition, there may be foreign language or elective credit requirements. The total number of credit hours, exclusive of lower division physical education courses must be a minimum of 180.

The Bachelor of Music degree and the Bachelor of Fine Arts degree are more professionally oriented programs and require more hours in the major field. The performance major in the Bachelor of Music or the Bachelor of Fine Arts does not have a minor field. The Music Education major does have a minor in education and a reduced number of hours in music.

Requirements for the Bachelor of Arts Degree

Humanities	Hours
English 101-102 or English 111 (Grades of C, or above, in each course)	10
Humanities 221-222	10

Mathematics and Sciences

Mathematics (Select one or two of the following depending on major)	5-10
Mathematics 107, 109, 115, 201	
Science (Select one ten-hour sequence, if two of the above mathematics courses are taken. If one mathematics course is taken, select one ten-hour sequence and one additional five-hour course.)	10-15
Biology 101-102	
Chemistry 121-122	
Chemistry 121-106	
Chemistry 105-106	
Geology 101-102	
Physical Science 101-102	
Physics 201-202	
Physics 211-212	

Social Sciences

History 211 or History 212	5
Political Science 101	5
Select two five-hour courses from the following:	10
Anthropology 101	
Anthropology 201	
Economics 101	
Economics 102	
Economics 103	
History 115	
History 116	
History 211	
History 212	
Philosophy 101	
Political Science 201	
Political Science 204	
Psychology 101	
Sociology 101	
Sociology 202	
Sociology 221	
Core curriculum courses related to the major	30
Degree Requirement:	
HUM 323	0-5
Major Courses (all grades must be C, or above)	*45
Minor Courses (all grades must be C, or above)	**25-30
Foreign Language, statistics and computer science, or electives depending on major	10-20
Physical education	7
Total hours required	186-196

Requirements for the Bachelor of Fine Arts Degree

Humanities	Hours
English 101-102 or English 111 (Grades of C, or above, in each course)	10
Humanities 221-222	10

Mathematics and Sciences

Mathematics (Select one or two of the following):	5-10
Mathematics 107-109	
Mathematics 107-115	
Mathematics 115	
Mathematics 201	
Science (Select one ten-hour sequence, if two mathematics	

courses are taken. If one mathematics course is taken, select one ten-hour sequence and one additional five-hour course.)	10-15
Biology 101-102	
Chemistry 121-122	
Chemistry 121-106	
Chemistry 105-106	
Geology 101-102	
Physical Science 101-102	
Physics 201-202	
Physics 211-212	

Social Sciences

History 211 or History 212	5
Political Science 101	5
Select two five-hour courses from the following:	10
Anthropology 101	
Anthropology 201	
Economics 101	
Economics 102	
Economics 103	
History 115	
History 116	
History 211	
History 212	
Philosophy 101	
Political Science 201	
Political Science 204	
Psychology 101	
Sociology 101	
Sociology 202	
Sociology 221	
Core courses related to major	30
Degree requirement: HUM 323	5
Major courses (all grades must be C, or above)	80
Electives	15
Physical Education	7
Total hours required	197

Requirements for the Bachelor of Science Degree

	Hours
Humanities	
English 101-102 or English 111 (Grades of C, or above, in each course)	10
Humanities 221-222	10

Mathematics and Sciences

Mathematics 107-115 10
 or Mathematics 115 and
 Mathematics 201

Science—Select one ten-hour 10-15
 sequence if two mathematics
 courses are taken. If one
 mathematics course is taken,
 select one ten-hour sequence and
 one additional five-hour course.)

Biology 101-102
 Chemistry 121-122
 Chemistry 121-106
 Chemistry 105-106
 Geology 101-102
 Physical Science 101-102
 Physics 201-202
 Physics 211-212

Social Sciences

History 211 or History 212 5
 Political Science 101 5

Select two five-hour courses from the 10
 following:

Anthropology 101
 Anthropology 201
 Economics 101
 Economics 102
 Economics 103
 History 115
 History 116
 History 211
 History 212
 Philosophy 101
 Political Science 201
 Political Science 204
 Psychology 101
 Sociology 101
 Sociology 202
 Sociology 221

Core courses related to the major 30

Degree Requirement: HUM 323 5

Major and Minor Courses (all grades 75
 must be C, or above)

Physical Education 7

Electives 10

Total hours required 187

* minimum

** minimum credits required vary with minor

Free and restricted electives should be
 selected in consultation with the student's
 academic advisor.

Requirements for the Bachelor of Music Degree

Hours**Humanities**

English 101-102, or English 111
 (grade of C, or above, in each
 course) 10

Humanities 221-222 10

Mathematics and Sciences

Mathematics (Select one or two
 of the following): 5-10

Mathematics 107-109
 Mathematics 107-115
 Mathematics 115
 Mathematics 201

Sciences (Select one ten-hour
 sequence, if two mathematics
 courses are taken. If one
 mathematics course is taken,
 select one ten-hour sequence
 and one additional five-
 hour course.) 10-15

Biology 101-102
 Chemistry 121-122
 Chemistry 121-106
 Chemistry 105-106
 Geology 101-102
 Physical Science 101-102
 Physics 201-202
 Physics 211-212

Social Sciences

History 211 or History 212 5

Political Science 101 5

Select two five-hour courses from
 the following: 10

Anthropology 101
 Anthropology 201
 Economics 101
 Economics 102
 Economics 103
 History 115
 History 116
 History 211
 History 212
 Philosophy 101
 Political Science 201
 Political Science 204
 Psychology 101
 Sociology 101

Sociology 202	
Sociology 221	
Degree requirement: HUM 323	5
Physical Education requirements	7
Core courses related to major (Area IV)	30
Sub-total (core and college requirements)	102
Performance major courses	87-107¹
Performance major electives upper division)	15
Music Education major courses	72-75 ²
Education minor (for Music Education)	40
Total hours required for Performance major	189-209
Total hours required for Music Education major	214-217

¹ Performance major in voice requires proficiency in a foreign language through the 202 level.

² Music Education voice majors take six hours of diction courses; others take three hours of voice class

Bachelor of Arts Degree Programs

Major in Art

The major in art under the Bachelor of Arts degree follows established guidelines for treating art as a subject within the framework of liberal arts. It is recommended for the student whose interest in art is cultural. The student more interested in the professional degree in studio work should refer to the section describing the Bachelor of Fine Arts degree. Specific departmental policy is listed under Bachelor of Fine Arts.

A student seeking certification to teach should minor in Education and fulfill the requirements under the Art section of Bachelor's Degree in Teaching Fields on page 120.

Requirements for a major in art: In addition to the general requirements of the college, each student must complete with

a grade of C or better, a minimum of 45 credits beyond the freshman level, and produce a senior exhibit of significant quality and quantity. The usual sequence is: ART 102, ART 103, ART 131, ART 223, ART 231, ART 241, ART 361 or 362 or 363, ART 331 or 371, ART 311, ART 312, ART 313, ART 498, plus electives.

Major in Communications

A communications major must choose one of four tracks: the advertising-public relations track, the broadcast-film track, the drama-speech track, or the journalism track. Students in all tracks must take COM 200 and COM 201. In addition:

All communications majors following the advertising-public relations track must take JRL 496; COM 300; two or three of the following courses: BCF 310, BCF 340, JRL 300, JRL 360, JRL 370; one or two of the following courses: BCF 320, BCF 410, JRL 305, JRL 440, JRL 470, JRL 495, SPC 311, SPC 320; and two-four courses in speech, broadcast-film, or journalism *not* listed in the preceding or in drama.

All communications majors following the broadcast-film track must take BCF 496; three of the following courses: BCF 305, BCF 310, BCF 330, and BCF 335; one of the following courses: BCF 320, BCF 410, BCF 435, and BCF 495; two 300-400 level courses in drama, journalism, or speech; COM 300; and one additional 300-400 level course in broadcast-film, drama, journalism, or speech.

All communications majors following the drama-speech track must take DRA 300 and DRA 496 or SPC 496; two of the following courses: DRA 321, DRA 351, and SPC 300; one of the following courses: DRA 301, DRA 401, DRA 495, SPC 301, SPC 311, SPC 320, and SPC 495; two 300-400 level courses in broadcast-film or journalism; and two additional courses in broadcast-film, drama, journalism, or speech.

All communications majors following the journalism track must take JRL 300 and 496 (internship); two of the following courses: JRL 305, JRL 315, and JRL 350; one of the following courses: JRL 310, JRL 320, and JRL 495; COM 300; two 300-400 level courses in broadcast-film,

drama, or speech; and one additional 300-400 level course in broadcast-film, drama, journalism, or speech.

Major in English

The required courses reflect the English major's traditional concentration on English and American Literature. All English majors must take Shakespeare (ENG 455), three of the four English Literature survey courses (ENG 361, 362, 363, 364), and one American Literature survey course (ENG 351 or 355).

English majors, unless they are seeking teacher certification, may choose any four additional upper-division English courses to complete the requirement for the major. Naturally, majors may take additional coursework in traditional English and American Literature, but they may also use their electives to develop a concentration in such fields as creative writing, English language and linguistics, professional writing, or drama.

English majors who wish to become certified teachers must take Shakespeare (ENG 455); three of the four English Literature survey courses (ENG 361, 362, 363, 364); two American Literature survey courses (ENG 351 and 355); History of the English Language (ENG 485); Teaching High School English (ENG 475); and two additional upper-division English courses.

Admission to a major or minor: A student who plans to major or minor in English must file an application at the departmental office during the quarter in which he is enrolled in Humanities 323.

The department cannot assume responsibility for certifying to Augusta College satisfactory completion of the major or minor requirements for a student who has not been formally accepted.

Major in History

The Department of History, Political Science, and Philosophy offers several major and minor programs. Selection of courses including the sequence in which they are taken is to be made in consultation with the designated academic advisors in the department.

Requirements for a major in history:

The student contemplating study beyond the baccalaureate level is encouraged to take one and, if possible, two languages through the intermediate level.

All history majors are required to earn acceptable credits in HIS 115, 116, 211 and 212, or their equivalents, 499 and forty hours from the offerings on the 300 and 400 levels. Concentration of more than three courses in any field of history in the upper division level is discouraged.

Requirements for a history major with a minor in secondary education (prospective teacher):

Completion of the core program for a Bachelor of Arts, completion of the non-history required courses for the junior and senior years, 499, and forty-three (43) quarter hours from the departmental offerings on the 300 or 400 level. Work in history is to include History of Georgia, HIS 456, and eight courses from the following fields: Europe, the Far East, Latin America, Africa, and the United States. No more than two courses should be taken in any one field.

Major in Music

The major in music under the Bachelor of Arts degree follows established guidelines for programs treating music as a subject within the framework of the liberal arts. It is recommended for those students whose interest in music is cultural rather than professional. Those students more interested in the professional degree should refer to the section describing the Bachelor of Music degree with majors in performance and in music education.

Requirements for major in music: In addition to Augusta College's general requirements (including Area IV), each student must complete the following, with all grades of C or better:

- 1) Courses: MUS 312, 316, 317, 318, 321, 322, 323 (18 hours);
- 2) Six credits of upper division music electives other than ensemble;
- 3) Attainment of foreign language proficiency through the 202 level in French, German or Spanish;
- 4) Satisfaction of all Applied Music Requirements as listed in this catalog under

the Bachelor of Music programs (note that these requirements include a minimum of 18 hours in major applied music and quarterly participation in a major music ensemble).

Music Business Concentration

A student majoring in music on the Bachelor of Arts program may earn a minor in Business Administration in preparation for a career in one of the many business areas of the music field.

Major in Political Science

A major and a minor in political science are both offered within the framework of the History, Political Science, and Philosophy Department. All courses submitted for credit in the major or minor must carry a grade of C or better. Political science majors are encouraged, insofar as it is feasible, to have a minor in history, sociology, or philosophy. Selection of courses and the sequence in which they are taken should be made in consultation with the designated academic advisors in the department.

The objective of the political science program is focused on the study of politics, governments, governmental systems, and the making of public policy. The B.A. degree is offered to better prepare the citizen to exercise political responsibilities and to ground the student for subsequent functioning in the public political system. The major is also structured to prepare the student for post-graduate study in (a) political science, (b) professional schools of law, journalism, international relations, and public administration, and (c) for post-graduate work leading to specialized careers in research and teaching.

Requirements for a major in political science: All political science majors are to complete a minimum of forty-five additional credits from the 300 and 400 level political science courses.

Major in Political Science Public Administration Option

The major in political science with a Public Administration concentration will prepare students for careers in government

administration, private research and consulting firms, and public planning agencies.

Course requirements: Area IV requirements are the same as those listed for political science. Remaining course requirements are: HIS 211 or 212, POL 101, POL 201, SOC 101.

Political Science (20 quarter hours):

POL 411—Principles of Public Administration

POL 412—Governmental Organization and Administrative Theory

POL 401—State Government

POL 402—Urban Government and Politics

Sociology (15 quarter hours):

Any 3 of the following:

SOC 202—Contemporary Social Problems

SOC 311—Comparative Communities

SOC 322—Population Theory

SOC 342—Social Stratification

Business (10 quarter hours):

ACC 211—Principles of Accounting I

ACC 212—Principles of Accounting II

Economics (10 quarter hours):

ECN 102—Principles of Economics II

FIN 471—Public Finance

POL 496—Undergraduate Internship (Option)

A 10-15 hour internship with an applicable agency which will be agreed upon between the student and the director of the Public Administration Program. (This option can be substituted for 10-15 upper division hours with the approval of the Director of the Public Administration Program).

Major in Psychology

Psychology is a discipline whose primary task is the scientific study of behavior. The Augusta College Department of Psychology assumes a threefold function. First, it offers a variety of courses and experiences designed to meet general academic needs of students in other disciplines, including minor area needs. Second, it provides an opportunity for those students wishing to major in psychology, but not planning to attend graduate school, to study

the discipline within a liberal arts framework and to develop some appropriate skills via training opportunities. Third, it furnishes a solid technical and theoretical background for those undergraduate majors who wish to pursue advanced degrees.

In order to accomplish these objectives, the Department of Psychology offers both an applied option and a basic academic option. Either option leads to a B.A. degree in psychology requiring a minimum of 45 hours (9 courses) of psychology in addition to Introductory Psychology (PSY 101).

The applied option allows a student to take up to 15 hours in practicum courses designed to provide practical experience in agencies offering psychological services, and to enhance prospects for employment after graduation. Students choosing this option must complete Introductory Psychology (Psy 101) and a minimum of 35 hours of coursework. The student taking 35 hours of coursework would complete at least two 5 hour Practica. Students may also take 40 hours of coursework and a minimum of one 5 hour Practicum. Additional Practica may be taken and counted toward elective credit.

Requirements for a major in psychology:

All psychology majors are required to take a minimum of nine upper division courses in psychology including PSY 322, 351. Other courses elected by the student must be approved by the departmental advisor. PSY 337 and 442 are especially recommended for students with a B.A. degree who plan to seek employment in the field of psychology.

Major in Sociology

Sociology is the study of people interacting on three basic levels—the individual, the group, and the societal. The Sociology Department is interested in helping the student explore and develop an understanding of these three levels of interaction. The major purposes of the Sociology Department are to orient students to the structure and functioning of the society in which they live; to develop further their appreciation of, and respect for, diverse groups within their culture and in other

cultures; to stimulate constructive analysis of current trends in group activities; and to encourage further research in man's patterns of behavior.

A minimum grade of C is required in the introductory course for all students majoring or minoring in anthropology, gerontology, sociology, or social work.

Requirements for a major in sociology:

All sociology majors are required to take a SOC 101, a minimum of nine approved sociology courses including SOC 422 and SOC 434, a minor concentration of not less than twenty-five quarter hours, and ten to fifteen hours of general electives.

The Department of Sociology offers minors in sociology, anthropology, gerontology, social work, and general studies.

Major in Sociology, Criminal Justice Option

The major in sociology with a criminal justice concentration will prepare students for careers in law enforcement, the courts, and corrections at both the juvenile and adult levels.

Requirements for a major in sociology:

Criminal Justice option. Area IV requirements are: Foreign Language or MAT 221 and CSC 235; PSY 101; SOC 101; SOC 103; and POL 204. Major requirements are: SOC 320; SOC 331; SOC 329 or SOC 333; POL 304; POL 412; SOC 422; SOC 434; and two sociology electives.

Bachelor of Fine Arts Degree Program

The Bachelor of Fine Arts degree is offered by the Fine Arts Department. The BFA program is designed to prepare students for professional careers in art. Students who plan to pursue graduate degrees in art should elect the Bachelor of Fine Arts program.

The studio art major must complete with a grade of C or better at least 80 credit hours in studio courses to include:

ART 102	5
ART 103	5
ART 131	5

ART 223	5
ART 231	5
ART 241	5
ART 331	5
ART 341 or ART 342	5
ART 371	5
ART 372 or ART 472	5
ART 498	5
two of the following:	10
ART 361	
ART 362	
ART 363	

plus 15 hours of studio art electives and Art History to include 15

ART 311	
ART 312	
ART 313	

and 5 additional hours of Art History. 5

A faculty review of studio art majors will be required after completion of the following courses:

ART 102	
ART 103	
ART 131	
ART 223	
ART 231	
ART 241	
ART 361 or 362 or 363	

A senior exhibit of significant quality and quantity approved by the art faculty is required of all art majors. This exhibit also serves to satisfy the College Senior Exit Examination requirement.

Bachelor of Science Degree Programs

Major in Biology

The Biology Department seeks to provide a variety of courses that allow the student to develop an attitude of scientific inquiry as well as a foundation for graduate and other professional study. Students majoring or minoring in biology should see a biology faculty member as early in their career as possible.

Requirements for the major in biology.

The student should note that MAT 107 and MAT 115, CHM 121-122, and BIO 101-102 in the Core Curriculum are prerequisites for upper level courses in biology. MAT 201 is required if the student

desires a minor in chemistry. Required biology courses are:

	Hours
BIO 101 and 102 with a grade of C or better	10
BIO 330, 331 and either 332 or 334 or 336	15
BIO 342	5
BIO 401	5
BIO 402	5
BIO 498	2
BIOLOGY electives (upper division)	15
Other specific courses required of the biology major are:	
PCS 201, 202, 203	15
Foreign Language or	
MAT 221 and CSC 235	10
MAT 221 or 201	5
CHM 123 (or 341)	5(6)

A chemistry minor is strongly recommended for pre-professional students and those who anticipate graduate studies in biology and related fields.

Major in Chemistry

Requirements for the professional major in chemistry. Required chemistry courses are CHM 121, 122, 123, 281, 341, 342, 343, 372, 373, 374, 421, 441, 451, 481, and ten quarter hours of PSC 398. Ten hours of a foreign language or 10 hours of computer science courses or CSC 235 plus MAT 221 are required.

In some cases, changes may be approved by the chairman of the department. Majors should see their advisors each quarter for counseling to ensure correct schedules. A grade of C or better is required in each of the above courses. A satisfactory oral examination is required of all seniors prior to graduation.

Requirements for the non-professional major in chemistry. CHM 121, 122, 123, 281, 341, 342, 343, 372, 373, 374, 451, five quarter hours of any additional 400 level chemistry courses and ten quarter hours of PSC 398. An appropriate computer science course is required. In some cases, changes may be approved by the chairman of the department. Majors should see their advisors each quarter for counseling to ensure correct schedules. This

program is designed primarily for pre-medical and pre-dental students, and for students desiring to do work in biochemistry. A grade of C or better is required in each of the above courses. A satisfactory oral examination is required of all seniors prior to graduation.

Major in Computer Science

A major and a minor in computer science are offered by the Department of Mathematics and Computer Science.

Requirements for the major in computer science. A student selecting computer science as a field of concentration must take MAT 201, 202, and 203, MAT 303 and either ACC 211, or MAT 204, or MAT 221. Other courses required for the computer science major are:

	Hours
CSC 244, 245, 254	15
CSC 301, 351, 361, 371, 451	25
Either CSC 401 or MAT 435	5
Select additional approved courses from the following:	10
CSC 355, 401, 411, 441, 452, 461, 466, 495, 496, 499	
MAT 381	

All prerequisite courses must be completed with a grade of C or better.

Major in Mathematics

Requirements for the major in mathematics. A student selecting mathematics as a field of concentration must take the calculus and analytic geometry sequence: MAT 201-202-203-204, and MAT 303 (Symbolic Logic and Set Theory), and CSC 244 (Principles of Computer Programming). Mathematics majors must complete either CHM 121 and 122, PCS 211 and 212, or BIO 101 and 102. The remaining mathematics courses must be at the 300-400 level as follows:

	Hours
MAT 302	5
MAT 321, 322	10

Select 20 hours of approved courses from the following:	20
MAT 325, 326, 331, 341, 381, 401, 402, 431, 435, 451, 481, 490, 495, 496, 499	
Upper division electives	10

Major in Medical Technology

A student entering this program should express an interest as early as possible so his advisor can help in arranging the program of study. The first three years will be in science and liberal arts. The fourth year, taken at an American Association of Clinical Pathologists approved hospital, will involve clinical laboratory subjects. In addition to core curriculum requirements in Areas I-IV, the student is expected to complete the following courses with a grade of C or better:

	Hours
BIO 311, 315, 401, 402	20
CHM 281, 341, 342	18
Foreign language or MAT 221 and CSC 235.	10

The fourth year (12 months) will involve practical and didactic work in biochemistry, hematology, bacteriology, urinalysis, blood banking, parasitology, histological technique, serology, and related subjects, depending upon the particular hospital which the student attends. The student must earn the equivalent of a C or better for this year of clinical experience. For details of this program, the student should consult with a medical technology advisor in the Biology Department.

Major in Physical Science

The major in Physical Science is offered by the Department of Chemistry & Physics and leads to certification in chemistry and physics for secondary school teachers.

The student majoring in Physical Science must complete the core and all general degree requirements. A satisfactory oral examination is required of all seniors prior to graduation. The student must also complete the following:

	Hours
Area IV Courses related to the major	
Chemistry 121 & 122	10
Physics 201 & 202	10
Plus ten hours from the following:	10
Computer Science 235	
Mathematics 202, 203	
Additional Requirements	
Humanities 323	5
Minor Courses*	24-40
Major Courses	
CHM 123, 281, 341, 342	21
CSC 235 or	
MAT 203	5
PSC 203, 301, 302, 304, 451	25
Physical Education	7

*Education

EDU 205 Foundation and Educational Psychology	5
EDU 306 Instructional Strategies	5
EDU 337 The American High School Curriculum	5
EDU 436 Student Teaching	15
EDU 440 Education of Exceptional Children	5
EDU 456 Secondary School Materials & Methods	5
EDU 458 Problems in Secondary Curriculum and Instruction (to be taken with EDU 436)	5

Major in Physics

Requirements for a major in physics.

All physics majors are required to take an appropriate computer science course, PCS 211, 212, 213, 301, 302, 304, 325, 326, 405, 406, 451, 452, 453, MAT 302 and ten quarter hours of PSC 398. A satisfactory oral examination is required of all seniors prior to graduation.

Bachelor of Music Degree Programs

The Bachelor of Music degree is offered by the Department of Fine Arts with a major in performance and a major in music education.

The student majoring in these areas must complete the general core requirement for the bachelor's degree plus Area IV requirements relating to Music.

Area IV core curriculum requirements are included in the summaries below.

MAJOR: Performance

Music Literature and Music History (MUS 105, 321, 322, 323)	15
Music Theory (MUS 111, 112, 211, 212)	12
Ear Training and Sight Singing (MUS 125, 126, 127, 316, 317, 318)	6
Advanced Music Theory (MUS 313, 314)	6
Counterpoint (MUS 312)	3
Form and Analysis (MUS 416)	3
Orchestration (MUS 411, 412, 413)	6
Conducting (MUS 461, 462, 463)	6
Upper division music electives (no more than six of these hours in upper division applied music or in upper division ensemble/Opera Theatre)	15
Ensemble or accompanying electives (upper division)	6
Applied music (see Applied Music Requirements)	24
Junior Recital	0
Senior Recital	3
Major Ensemble (see Applied Music Requirements)	12
For voice majors: proficiency in a foreign language through the 202 level	0-20
Recital Lab (MUS 195) each quarter	0

Music course total	117-137
Additional college general education courses	72
Total for degree	189-209

MAJOR: MUSIC EDUCATION

Music Literature and Music History (MUS 105, 321, 322, 323)	15
Music Theory (MUS 111, 112, 211, 212)	12
Ear Training and Sight Singing (MUS 125, 126, 127, 316, 317, 318)	6
Counterpoint (MUS 312)	3
Form and Analysis (MUS 416)	3
Orchestration (MUS 411, 412)	4
Conducting (MUS 461, 462, 463)	6
Applied music (see Applied Music Requirements)	22
Junior Recital	0
Major Ensemble (see Applied Music Requirements)	11

Class Voice for non-voice majors, 3 hours (MUS 231) or Italian, French, and German Diction for voice majors, 6 hours (MUS 334, 335, 336)	3-6
Instrumental Methods (MUS 371, 372, 373, 374)	8
Elementary, Choral, and Band/ Orchestra Methods (MUS 352, 375, 376)	9
Recital Lab (MUS 195) each quarter	0
Total Music and Music Education Courses	102-105
MINOR IN EDUCATION (EDU 205, 306, 335, 440, 456, 458, 434)	40
Additional college general education courses	72
Total for degree	214-217

Applied Music Requirements

1. Each music major and minor must earn sufficient credits in one area of applied music with a grade of C or better to satisfy the following requirements for minimum number of hours and "applied proficiency level":

	Hrs.	APL
Bachelor of Music in Performance	24*	9
Bachelor of Music in Education	22*	7
Bachelor of Arts, Major in Music	18	6
Minor in Music	12	5

*This must include at least 4 hours of upper division (300 level) credits for the Music Education major, and 8 hours of upper division credits for the performance major.

2. Each music major must perform for a quarterly jury examination in the major applied area. The jury will be the equivalent of a final examination in applied music and will be counted as one-fifth of the final grade. The examining committee has the responsibility of assigning appropriate applied proficiency levels within the lower and upper divisions. Non-music majors, music minors, and music majors taking lessons outside of their major applied areas may be required, at the option of the teacher, to take a jury examination regardless of the number of hours of enrolled credit. Music minors must appear on one or

more jury examinations in order to be evaluated for their applied proficiency level prior to completion of their degree requirements. The policy for students missing jury examinations is as follows: If a student misses a jury examination for illness or other acceptable non-academic reasons, the instructor may give a grade of Incomplete for that quarter. If a student misses a jury examination for other reasons, the final grade is averaged with a zero counting one-fifth of the final grade. Exceptions to the above policies can be made only after appeal to the chairman and faculty.

3. At the completion of APL 5, each student must perform an upper divisional examination before a full faculty committee. At this time the committee will make recommendations concerning applied music progress and enrollment in upper division applied music courses.
4. A student completing degrees in the Bachelor of Music programs must perform a junior recital. A student completing the Bachelor of Music in Performance must also perform a senior recital. Recital approval hearings must be scheduled at least one month prior to the recital.

In addition to the course requirements, the following departmental requirements must be met:

- a. Enrollment in MUS 195 is required during fall, winter, and spring quarters for all full-time music majors (12 or more hours). All majors must earn at least 9 quarters of satisfactory grades in MUS 195 prior to graduation.
- b. **Student Recitals:** At least once before the end of the first three quarters of applied music study, and at least once during the period of every three quarters enrolled thereafter, each music major must perform on a student recital in the student's major applied area. The applied music grade will be lowered one letter grade during any quarter that a student fails to fulfill this requirement.
- c. A basic knowledge of piano must be demonstrated through examination by the piano faculty. All music majors must enroll in class piano until

- the piano proficiency has been successfully passed. Specific proficiency requirements are available from the piano faculty.
- d. Entering freshmen and transfer students will be given placement examinations in applied music and theory. Secondary applied music may be taken without audition.
 - e. Participation for credit, or audit, in a major music ensemble is required in fall, winter, and spring quarters of all full-time music majors until graduation, as follows: Wind and percussion majors must enroll in Concert Band (MUS 174A); Voice majors must enroll in Choir (MUS 171A); String majors must enroll in Orchestra (MUS 173A); Keyboard majors must enroll in one of these three groups. Other music ensembles may be taken for elective credit. After a student has earned 12 hours of credit (or 11 hours if a music education major) in the major performing ensemble, the student may petition the faculty for special consideration concerning participation in that ensemble.
 - f. A student who performs a junior or senior recital is not required to perform for a quarterly jury during the quarter in which the recital is performed.
 - g. Piano Proficiency exams and Upper Divisional Applied Auditions must be completed prior to the departmental approval/signing of the application for graduation.
 - h. After a music major has completed the minimum number of hours of applied music and/or achieved the required applied proficiency level, applied music study must continue for full-time students until graduation. The study may be for audit or for one or two hours of credit each quarter enrolled. A student is not required, however, to take applied music while student teaching unless the student's junior or senior recital is given during that quarter. Any student giving a recital must take applied music during the quarter of the recital, regardless of whether the student is full-time or not.

- i. A student may petition the music faculty concerning the fulfillment of any of the above requirements but will be responsible for presenting convincing evidence to support any requested waivers.

Pre-Professional Programs

Students interested in continuing their education in graduate or professional schools should communicate this desire to their academic advisors early in their careers at Augusta College.

Suggestions for obtaining advice are made in the following descriptions.

Pre-Engineering

A pre-engineering program is offered at Augusta College which includes most of the required courses for freshmen and sophomores at colleges of engineering.

Pre-engineering students should take the following:

	Hours
CHM 121-122 General Chemistry	10
Computer Science (FORTRAN preferred)	5
MAT 115 Precalculus Mathematics	5
MAT 201-202 Calculus and Analytic Geometry I-II	10
MAT 203-204 Calculus and Analytic Geometry III-IV	10
MAT 302 Differential Equations	5
PCS 211-212-213 Physics	15

Students should consult with their academic advisors in selecting electives. Students who plan to graduate within the University System of Georgia should select courses to complete Areas I and II of the Core.

Pre-Law

The Political Science faculty will advise students interested in studying law and will provide information on pre-law training, law school admission policies, examinations, and other pertinent information.

The student also may be assigned an advisor in another subject-matter area, such

as history or business administration, in which he has chosen to major in pursuing his pre-law program.

Pre-Medical, Pre-Dental, and Related Allied Health Fields

Due to Augusta College's close proximity and working relationship with the Medical College of Georgia, students can easily obtain advice on admission requirements, curricula, financial aid, and other matters pertaining to programs offered by the Medical College of Georgia.

An undergraduate degree is not specifically required by either medical or dental schools but it does increase the student's chance of admission. Students are advised to contact the pre-medical or pre-dental advisor in the Department of Biology for additional information.

Pre-Medical

Medical schools normally require a minimum of one academic year (3 quarters) of inorganic chemistry, organic chemistry, biology (with laboratory), and physics. General liberal arts courses are also required. Students planning to enter medical school normally complete four full academic years at Augusta College.

Pre-Dental

Dental schools normally require a minimum of two quarters of inorganic chemistry, two quarters of organic chemistry, two quarters of biology (with laboratory), and two quarters of physics. General liberal arts courses are also required. Students planning to enter dental school normally complete three to four full academic years at Augusta College.

Pre-Clinical Psychology

Students interested in doctoral programs in Clinical Psychology should contact the Chairman of the Psychology Department.

Allied Health Sciences

Augusta College offers programs leading to an Associate of Arts degree with a major in nursing and to a Bachelor of

Science degree with a major in medical technology. In addition, the necessary liberal arts courses are available to prepare the student to enter Allied Health programs provided by the Medical College of Georgia. Details of the Medical College Programs are given on pages 101-103 of this catalog.

A member of the Department of Biology should be contacted for specific information, and the student is urged to contact the specific department of interest at the Medical College early in his enrollment at Augusta College. In the case of a major in nursing, a member of the Department of Nursing should be contacted.

Other Pre-Professional Majors

Pre-Forestry

Students interested in forestry should contact the pre-forestry advisor in the Department of Biology.

Pre-Optometry

The requirements for admission to the schools and colleges of optometry are variable. Typically, the requirements include courses in English, mathematics, physics, chemistry, and biology or zoology. Some schools and colleges have requirements in psychology, social sciences, literature, philosophy, and foreign languages.

The pre-optometry requirements represent a minimum of two academic years of study, all of which may be taken on this campus.

For specific information and for assistance in planning a course of study in pre-optometry, contact the pre-optometry advisor in the Department of Biology.

Pre-Pharmacy

Students interested in pharmacy should contact the pre-pharmacy advisor in the Department of Biology.

Pre-Veterinary Medicine

Students interested in veterinary medicine should contact the pre-veterinary advisor in the Department of Biology.

Graduate Schools

Students who plan to continue study beyond the bachelor's degree should consult reg-

ularly with advisors in their major fields regarding requirements of various graduate schools and their programs.

Military Science

Army ROTC is a four-year coeducational program dedicated to developing college-educated men and women to serve as Army officers in the Active Army, Army Reserve, and Army National Guard in positions requiring a sense of responsibility, dedication, and varied managerial skills. The program stresses citizenship skills to contribute to the education of both non-career and career-oriented individuals. The program is subdivided into a two-year basic and a two-year advanced program. There is no obligation for any basic program course taken.

General

The Department of Military Science is a Senior Division, Reserve Officer Training Corps (ROTC) Instructor Group, staffed by both active army and reserve component personnel. The department provides a military science curriculum available to fully enrolled students of Augusta College, Paine College, USC-Aiken, and the Medical College of Georgia that ultimately qualifies the college graduate for a commission as an officer in the U.S. Army, United States Army Reserve, or the United States Army National Guard. The highly coveted commission adds an extra dimension to the student's employment capability in that, upon graduation from college, the student has either a military or a civilian career employment option.

The curriculum is divided into two parts: the lower division, or Basic Course, and the upper division, or Advanced Course. Basic course classes are open to all students enrolled at any of the above colleges; however, basic course classes are normally attended by freshman and sophomore level students. A student enrolling in the advanced course must have completed a minimum of six basic military science courses and have prior approval from the Military Science Department Chairman. A student enrolled in the basic course

classes incurs no obligation to the U.S. Army. Advanced course students are obligated to serve on active duty in the U.S. Army for a minimum of three months and are paid a subsistence allowance of \$100.00 per month for up to 20 academic months while in college. They also receive half the base pay of a 2nd Lieutenant for 6 weeks (approximately \$600.00) while attending the advanced camp. Other training opportunities such as Ranger School, Airborne School, Jungle Warfare School, Arctic Warfare School, Air Assault School, and Cadet Troop Leadership Training in active units are available on a competitive basis in a fully paid status. Academic credit is granted for all military science course work. A student in any major/minor field of study is eligible. During the senior year (MS IV) of study the student is offered the options to select the type of job that he or she desires to perform, the first permanent duty post, and the type of commission, either Regular Army or Army Reserve, that he or she prefers. All textbooks, class materials, and necessary uniforms are provided by the Army at no charge to the individual. Credits earned within the Military Science Department apply toward graduation. Any advanced course credits earned apply within the general studies minor.

The Scholarship Program

The Army ROTC Scholarship Program awards full-time four, three, and two-year scholarships to eligible students on a competitive basis. The Department of Military Science accepts applications for two and three-year ROTC scholarships throughout the year. A student does not have to be currently enrolled in ROTC to apply for two and three-year scholarships. Each scholarship pays for tuition, books, lab fees, and other educational expenses. In addition, all ROTC scholarship students receive \$100 per month for up to 10 months of each school year the scholarship is in effect.

The Simultaneous Membership Program

The Simultaneous Membership Program is a program that allows cadets to be enrolled in the Military Science Advanced Course and a local Army National Guard or Army Reserve unit at the same time. The benefits of this program are that cadets not only receive \$100 per academic month from the Military Science Department, but also receive drill pay from their Army National Guard or Army Reserve unit equivalent to a sergeant's pay. Cadets in the Simultaneous Membership Program perform the duties of an officer trainee in their Army National Guard or Army Reserve unit. This program provides valuable management experience which will interest future employers and prepare cadets for leadership and management positions after graduation.

Basic Camp

A student who did not participate in the basic program who has at least two years remaining before graduation may qualify for the advanced program through a five-week summer camp given at Fort Knox, Kentucky, each year. This program enables the student to determine if he desires a career in the military and qualifies him for the advanced course if he chooses. No obligation is incurred at attending Basic Camp. The student is paid half the base pay of a 2nd Lieutenant plus travel, board, and lodging. The student also has the opportunity to compete for two-year scholarships.

Ways to Qualify for the Advanced Course

1. Complete 3 years JROTC in high school.
2. Complete 2-year college basic program.
3. Veteran of any U.S. Armed Forces.
4. Complete basic summer camp.
5. Complete Army Basic Training with a National Guard or Reserve Unit.

Curriculum

Basic Course

The Basic Course comprises the first two years of the military science curriculum (MS I and MS II). Completion or credit for completion of the Basic Course is a requirement for admission to the Advanced Course. Completion for the non-veteran and non-Junior ROTC student requires 12 credit hours of the following, including MIL 101, 102, and 201:

Required Courses	Credits
MIL 101 Introduction to Army ROTC	2
MIL 102 CPR and First Aid	2
MIL 201 Map Reading	2
Electives	
MIL 103 Marksmanship	2
MIL 104 Survival	2
MIL 202 U.S. Weapons	2
MIL 203 Soviet Bloc Weapons	2
MIL 204 Communications	2

Credit for completion of the Basic Course may be awarded through any one of the methods listed below:

(1) Attendance and successful completion of the above curriculum.

(2) Compression: While the normal sequence of course work requires two full academic years, it is possible to compress the course work into less than two years. This is accomplished by the student's taking two Military Science courses during the same quarter. Compression is not recommended or desired, but will be considered on an individual basis by the Department Chairman.

(3) Exemption: Exemption credit for all or part of the basic course may be granted upon presentation of evidence that the student has had equivalent training. Examples of such training are active military service, Senior Division Navy or Air Force ROTC credit, or 3 years Junior ROTC credit. In every case, exemption credit must be approved by the department chairman. No academic credit is given for courses exempted under this program.

Advanced Course

The Advanced Course consists usually of the junior and senior years. Eligibility re-

quirements for enrolling in the Advanced Course are:

(1) Accumulative grade point average of 2.00 or higher.

(2) Completion, or credit for completion, of the basic course.

(3) Meeting Army physical requirements (conducted at Dwight D. Eisenhower Army Medical Center at government expense).

(4) Permission of the Department Chairman.

The Advanced Course includes a five-week summer camp (MIL 304, undergraduate internship) at Fort Bragg, North Carolina. Advanced Course work is as follows:

MS III	Credits
*MIL 301 Advanced Map Reading and Communications	3
*MIL 302 Tactical Military Leadership & Management	3
*MIL 303 Military Skills Development	3
**MIL 304 Undergraduate Internship	5
MS IV	
*MIL 401 Command Military Leadership and Management	3
*MIL 402 Staff Military Leadership and Management	3
MIL 403 Methods of Instruction	3

*Required courses.

**Advanced course cadets do not have to register but they must attend and successfully complete this internship (advanced camp).

Professional Military Education Requirements

The principal element of the Professional Military Education (PME) requirement is the baccalaureate degree. As an integral part of that undergraduate education, prospective officers are required to take at least one course in each of the following five fields of study:

Human Behavior
Written Communications Skills
Military History
National Security Policy
Management

Courses in Written Communication Skills and Human Behavior must be completed

prior to commissioning. Course work in the other three areas may be deferred with the approval of the Professor of Military Science. All officers, however, must have completed any deferred course work by the end of their tenth year of commissioned service in order to be eligible for further promotion.

The following courses are approved and will satisfy the course requirement for their respective area:

Human Behavior

PSY 101 Principles of Psychology
PSY 195 Honors Seminars in Psychology
PSY 245 Personal Adjustment
PSY 311 Child Psychology
PSY 337 Abnormal Psychology
PSY 443 Industrial and Organizational Psychology
PSY 445 Clinical Psychology
PSY 462 Principles and Theories of Learning
PSY 473 Social Psychology
PSY 485 Comparative Psychology
BUS 606 Organization Behavior
EDU 302 Human Development in the Educational Process

Written Communication Skills

ENG 052 Expository Writing
ENG 101 College Composition I
ENG 102 College Composition II
ENG 111 Freshman English
ENG 271 Report Writing
ENG 311 Creative Writing
ENG 404 Advanced Composition

Military History

HIS 357 Military History of the Western World
HIS 457 Military History of the U.S.

National Security Policy

To be developed.

Management

MGT 363 Administrative Theory & Practice
MGT 434 Human Resources Management
MGT 461 Organizational Behavior
MGT 463 Organizational Theory and Management
MSC 322 Operations & Production Management
MSC 424 Advanced Operations & Production Management

Extracurricular Activities

The Military Science Department sponsors a variety of campus extracurricular activities open to all students. These include rappelling, physical training, Association of the U.S. Army Company, marksmanship training, weapons safety training, cadet color guard, social events, field trips, adventure training, drill meets, parades, civic activities, and other events still to be planned. Different activities are offered each quarter depending upon cadet interest and instructor availability to make the Military Science Program a well-rounded, robust, and challenging experience for the college student.

Minors for the School of Arts and Sciences

(See page 80, Summary of Academic Requirements, for general minor requirements.)

Anthropology

This curriculum provides preparation for students interested in integrating the natural science/humanistic approaches to man provided by anthropology. It is appropriate for students majoring in sociology or desiring to pursue a degree in anthropology at another institution. It also provides a complement to majors in history, biology, psychology, and other fields.

Students desiring to minor in anthropology should notify the Department of Sociology. Anthropology 101 is a prerequisite course. In addition, the student will complete five approved courses in anthropology. A minimum grade of C is required in each course in the minor.

Art

Requirements for a minor in art: In addition to the prerequisite courses: ART 102 and ART 103 and ART 131, a total of 20 credits selected from ART 205, ART 223, ART 241, ART 305, ART 311, ART 312, ART 313, ART 361, 362 or 363, and ART 365.

Biology

A minor in biology consists of 25 quarter hours above the freshman level and must be arranged in consultation with the student's major department and the Biology Department in order to correlate with the major interest. BIO 350 and BIO 351, designed for a nonbiology major, are recommended for a minor in Biology.

British Studies

Requirements for a minor in British Studies: A student minoring in British Studies must take History 311 and History 312, as well as four other five-hour courses relevant to British civilization. The following courses may count toward the minor: ENG 361, 362, 363, 364, 405, 407, 410, 450, 455, 460; HIS 421; POL SCI 301. Other courses may be used with the approval of the student's advisor.

Business Administration

This minor makes an attractive combination with a number of majors in the School of Arts and Sciences. It may be desirable for students majoring in art or music in the Bachelor of Arts degree program. Details on the requirements will be found in the School of Business Administration section of the catalog.

Chemistry

Requirements for the minor in chemistry: CHM 121, 122, 123, 281, 341, 342, 371, and four quarter hours of PSC 398. In some cases, changes may be approved by the chairman of the department. A chemistry minor must have proposed course work approved by the Chairman of the Department of Chemistry and Physics as soon as the minor is declared. A grade of C or better is required in each of the above courses.

Communications

The communications minor consists of 30 quarter hours taken in broadcast/film, communications, journalism, or speech, of which 20 hours must be upper-division (i.e. 300

or 400-level courses). Students may choose among BCF 305, BCF 310, BCF 320, BCF 330, BCF 335, BCF 410, BCF 435, BCF 495, BCF 496, COM 200, COM 201, COM 300, JRL 300, JRL 305, JRL 310, JRL 315, JRL 350, JRL 360, JRL 370, JRL 460, JRL 470, JRL 495, JRL 496, SPC 205, SPC 300, SPC 301, SPC 311, SPC 320, SPC 495, SPC 496.

No more than twenty hours should be taken in any one field.

Computer Science

A minor in computer science is offered by the Department of Mathematics and Computer Science. Students selecting this minor will complete CSC 244-245-254 and 15 quarter hours of 300 and 400-level computer science courses.

Drama/Speech

The drama/speech minor consists of 25 quarter hours in speech, drama, or closely related areas. Speech 101 is a prerequisite for this program. The student will complete Drama 300 plus twenty credits in the following courses: DRA 250, DRA 251, DRA 301, DRA 321, DRA 351, DRA 401, DRA 495, DRA 496, SPC 205, SPC 300, SPC 301, SPC 311, SPC 320, SPC 495, SPC 496. At least 20 hours must be upper-division (i.e., 300 or 400-level) courses.

Education

Students majoring in the School of Arts and Sciences who are planning to teach in the public schools will normally minor in education in order to meet certification requirements. The requirements for this minor will be found in the School of Education section of the catalog.

English

The department requires minors to complete with a grade of C or better a minimum of five courses in the 300 and 400 series. The department recommends a distribution of four courses in the 300 series and one course in the 400 series.

French

Students wishing to minor in French are required to complete with a grade of C or better a minimum of 20 quarter hours of work beyond the intermediate level (FR 202).

General Studies

The general studies minor consists of 30 quarter hours of course work in a variety of disciplines, 15 quarter hours of which must be taken in 300 or 400-level courses at Augusta College. Courses may not be chosen from the student's major field and they may not be used to satisfy the Core Curriculum or physical education requirements. The student's advisor will approve the minor courses and sign the graduation form on which they are listed.

The General Studies Minor is designed to offer the student a broader education. It is assumed that the student choosing this minor will benefit more from courses from a variety of disciplines than from several courses from a single discipline. The General Studies Minor is to be planned around a theme appropriate to the student's educational goals; it is not designed to serve as a spot for placing courses which have been completed but which do not meet another requirement.

German

Students wishing to minor in German are required to complete twenty hours of work beyond the intermediate level (GER 202).

Gerontology

A minor in gerontology provides an interdisciplinary approach to the study of the aging process. It provides a well-balanced background for those who plan careers in this area. The minor consists of five courses, including SOC 324, PSY 313, PSY 337, SWK 222, and SOC 496 or PSY 496. A minimum grade of C is required in each course in the minor.

History

Requirements for the standard minor in

history: Ten quarter hours prerequisite chosen from HIS 115 or 116 and HIS 211 or 212. Twenty-five quarter hours selected from 300-400 level offerings. Concentration of more than two courses in any field of history on the 300-400 levels is discouraged.

Requirements for a history minor with a major in elementary education: Prerequisites: HIS 115, 116. Required HIS 211, 212, and 15 quarter hours selected from HIS 337, 382, 392, 418, 479, and 477.

International Studies

Requirements for a minor in International Studies: A student minoring in International Studies must take International Studies 301 as well as 5-10 hours in any Asian, European, Russian, or African History, plus 5-10 hours selected from Political Science 301, 302, 450, 451. The following courses may count toward the minor: International Business, languages above the introductory level, Historical Research and Writing, Cullum Lecture Series, and other relevant courses in Anthropology and/or Sociology and/or Comparative Literature. The minor in International Studies must include 25 hours of 300-400 level coursework. The minor is administered by the Department of History, Political Science and Philosophy.

Mathematics

A minor in mathematics will consist of twenty-five quarter hours and must include MAT 201, 202, and 10 hours of upper division mathematics courses. All courses should be arranged in consultation with the student's major department and the chairman of the Department of Mathematics and Computer Science.

Music

Requirements for a minor in music: Prerequisites are Music 105, 111, and 112. In addition, the student must earn three credits in Music 125, 126, and 127; twelve credits in Music 321, 322 and 323, twelve credits in Applied Music (one area) and attain an applied Music level of 5.

Philosophy

A minor in philosophy is offered within the framework of the History, Political Science, and Philosophy Department. All courses submitted for the minor must carry a grade of C or better. Philosophy minors are encouraged to complete PHY 101 during their freshman year. Selection of other courses and the sequence in which they are taken should be made in consultation with the designated academic advisor in the department.

Physics

Requirements for a minor in physics: PCS 211-212-213, fifteen additional hours of 300 or 400 level physics courses, and four quarter hours of PSC 398.

A grade of C or better must be earned in each of the above courses. The Chairman of the Department of Chemistry and Physics must approve the selection of physics courses.

Political Science

Requirements for a minor in political science: Prerequisite is POL 101. In addition, either POL 201 or 202 plus twenty quarter hours chosen from POL 301, 310, 311, 401, 402, 411, 431 and 450.

Psychology

Requirements for a minor in psychology: Completion of five upper-division psychology courses in addition to PSY 101. There are a number of combinations of courses which emphasize specific educational or vocational goals.

Social Science

Requirements for a social science minor with a major in elementary education: Prerequisites: HIS 115, 116. The required courses are HIS 211, 212; PHY 101; PSY 311 or 373; and one five-quarter-hour course in sociology numbered above 199.

Social Work

Requirements for a minor in social work: This curriculum provides preparation for

students who will be employed in social service careers; students who will be enrolled in graduate schools of social work; those persons already employed in social service who want to improve their skills; and supplemental study for persons involved in related areas of ministry, law, nursing, psychology, social administration, correction, public recreation programs, and health service administration.

Students selecting social work as a minor are required to complete Social Work 111 with a grade of at least C as a prerequisite. Five other courses in social work are required.

Sociology

Requirements for a minor in sociology: Completion of SOC 101 and five courses in sociology, three of which must be 300/400 level courses.

It is the responsibility of the student to initiate and maintain contact with his major advisor to insure supervision of the proper selection and sequence of courses. A minimum grade of C is required in each course in the minor.

Spanish

Students wishing to minor in Spanish are required to complete with a grade of C or better a minimum of twenty hours of work beyond the intermediate level. (SP 202).

Associate in Arts Degree Programs

Major in Criminal Justice

The program is designed to produce graduates who can enter the criminal justice profession with some understanding of the legal, sociological, and psychological complexities of law enforcement. The program is liberal arts oriented; however, it contains a sufficient number of specialized courses to give the student a sense of professionalism and to qualify the graduate as a beginning professional. The curriculum consists of 97 quarter hours of which 30 are in specialized courses. In

addition to the standard requirement of a grade of C in English 101 and 102, a minimum grade of C is required in POL 204, PSY 337, and SOC 101, 103, 202, 206, 331.

Curriculum	Quarter Hours
ENG 101-102 College Composition I and II	10
MAT 107 or 109 or 115 College Algebra or Contemporary Mathematics or Precalculus	5
LAB SCI Biology, Chemistry, Geology, Physical Science, or Physics	10
HIS 211 or 212 American History I or II	5
POL 101 American Government	5
PSY 101 Principles of Psychology	5
SOC 101 Introductory Sociology	5
SOC 103 Introduction to Criminal Justice	5
SOC 202 Contemporary Social Problems	5
SOC 206 Juvenile Delinquency	5
POLI 204 Society, Law, and the Criminal	5
SOC 331 Criminology	5
PSY 337 Abnormal Psychology	5
Social Science Electives	10
General Elective	5
PED (Including PED 191 & Aquatics)	4
Total	94

Major in General Studies

This program is offered to provide a structured two-year degree program for the student who cannot plan to complete a four-year college program. It provides the first two years of a standard bachelor's degree program and would allow the student to move into the bachelor's degree program with no loss of credit.

The requirements for the degree would include at least twenty quarter credit hours in each of the following areas: English and humanities, mathematics and science, and social science. These correspond to the three areas of the Core Curriculum described in the previous section of this catalog. See page 71.

In addition, there is a requirement of a minimum of thirty hours in courses specified as fulfilling the Area IV of the Core Curriculum for a particular major. See pages 72–75.

The other degree requirements are those listed under Graduation Requirements in the previous section of the catalog.

Associate in Science Degree Programs

Major in Nursing

The primary aim of the Department of Nursing is to educate the individual as a person, as a citizen, and as a worker. The nursing curriculum seeks to prepare for technical nursing so that graduates will be eligible to take the registered nurse licensing examination. The graduate is prepared to give patient-centered nursing care as a beginning general duty nurse.

Upon successful completion of the program, the graduates are awarded the Associate in Science degree.

The program is approved by the Georgia Board of Nursing and is also accredited by the National League for Nursing.

In addition to the requirements for admission to the college, the applicant must have a personal interview with a designated representative of the nursing faculty to discuss enrollment plans and career goals. A departmental math test must be passed before admission. Enrollment in the program is limited. The Department reserves the right to select students according to grade point average, career goals, and suitability for nursing. University System students are given priority. Acceptance directly from high school is limited due to the large number of applicants with previous college work.

Applicants should apply before April 1st each year for fall quarter admission.

Chemistry (and/or special permission from the Department Chairman) is a prerequisite for admission to the program.

A minimum grade of C must be maintained in each of the courses in the nursing sequence, in English 101 and 102, and in Biology 111, 112 and 311. A grade of D in

either Biology 111, 112, or 311 will automatically preclude the student from registering for the subsequent quarter as a nursing major.

In addition, nursing majors are required to maintain a minimum overall GPA of 2.00 in order to continue into the sophomore year.

	Quarter Hours
Freshman Year	
BIO 111 Anatomy and Physiology I	5
BIO 112 Anatomy and Physiology II	5
BIO 311 Introduction Microbiology	5
ENG 101 College Composition I	5
EDU 302 Human Development In The Educative Process	5
NUR 101 Nursing I	7
NUR 102 Nursing II	8
NUR 103 Nursing III	8
PSY 101 Principles of Psychology	5
PED Physical Education	4
Total	57

	Quarter Hours
Sophomore Year	
ENG 102 College Composition II	5
HIS 211 American History I	
or	
HIS 212 American History II	5
NUR 201 Nursing IV	8
NUR 202 Nursing V	8
NUR 203 Nursing VI	9
NUR 204 Nursing VII	1
PED Physical Education	4
POL 101 American Government I	5
SOC 101 Introductory Sociology	5
Total	50

Associate in Applied Science Degree Programs

In Cooperation with Augusta Area Technical School and School of Arts and Sciences.

The degree is awarded after a student has completed the program at Augusta Technical School and the program at Augusta College as specified by each institution. A student should seek admission to both programs after consulting with the advisors and catalogs of each institution.

The degree will be awarded upon completion of both programs.

Major in Data Processing

Students are advised to complete the program at the Augusta Area Technical School prior to enrolling at Augusta College.

	Hours
ENG 101, 102	10
POL 101	5
HIS 211 or 212	5
MAT 107 or 115	5
BIO 101 or CHM 105 or PCS 201	5
*CSC 244	5

Select two courses from the following:

*CSC 245, 254, 301, 351, 355, 401	10
PED (Including PED 191 & Aquatics)	4

Total Hours 49

*MAT and CSC prerequisites may be waived where appropriate.

Major in Drafting & Design Technology

	Hours
ENG 101, 102	10
POL 101	5
HIS 211 or 212	5
MAT 115, 201	10
PCS 201, 202, 203	15
PED (Including PED 191 & Aquatics)	4
Total Hours	49

Major in Consumer Electronics

Major in Electrical Technology

Major in Electronic Technology

Major in Instrumentation Technology

	Hours
ENG 101 & 102 or 271	10
POL 101	5
HIS 211 or 212	5
MAT 107 or 115	5
MAT 201 or 221 or CSC 235	5
PCS 201, 202	10
PSY 101 or SPC 101 or ECN 101 or SOC 101	5
PED (including PED 191 & Aquatics)	4
Total Hours	49

Major in Medical Laboratory Technology

	Hours
ENG 101, 102	10
POL 101	5
HIS 211 or 212	5

MAT 107	5
BIO 111, 112	10
*CHM 105, 106 or CHM 121, 122	10
PED (Including PED 191 & Aquatics)	4
Total Hours	49

*CHM 121, 122 is required for a bachelor's degree in medical technology and may be substituted for CHM 105, 106 by students who wish to continue toward this bachelor's degree. MAT 107 must be taken before CHM 121.

Cooperative Programs with the Medical College of Georgia

The School of Allied Health Sciences of the Medical College of Georgia offers nine different majors in their Bachelor of Science degree and one major in the Associate in Science degree in which the student can complete one half of the required course work at Augusta College. The majors under the Bachelor of Science are:

- Dental Hygiene
- Diagnostic Medical Sonography
- Medical Record Administration
- Medical Technology
- Nuclear Medicine Technology
- Occupational Therapy
- Physical Therapy
- Physician's Assistant
- Respiratory Therapy

The Associate in Science can be earned in:

- Physical Therapist Assistant

Since the degrees are awarded by the Medical College of Georgia, admission to the programs is granted by that institution. Selection criteria include grade point averages, Scholastic Aptitude Test scores, references, and a personal interview. Interested students should obtain specific information from the Office of the Dean, School of Allied Health Sciences, Medical College of Georgia.

Augusta College students planning to complete one of the majors in the Bachelor of Science should complete Areas I, II

and III of the Core Curriculum as described on page 71 of this catalog. The remainder of the two years of study is made up of the Area IV associated with each of the majors and described below.

Bachelor of Science Degree Programs

Major in Dental Hygiene

The student should use fifteen credits of chemistry and biology in Area II of the core. Area IV of the core consists of thirty credits of additional chemistry and biological sciences, and courses in nutrition, behavioral sciences, foundations of education and educational psychology.

Major in Diagnostic Medical Sonography

The student in this program should include ten quarter hours of mathematics and ten of chemistry or physics in Area II of the core. Area IV will include ten quarter hours of anatomy and physiology, ten quarters hours of physics or chemistry, and ten hours of electives.

Major in Medical Record Administration

The student should include ten hours of biology and five of chemistry in Area II of the core. Area IV will include ten hours of anatomy and physiology, five hours of sociology, economics, philosophy or psychology, and fifteen hours of electives. Recommended electives would include courses in computer science, management, mathematics, and foreign languages.

Major in Medical Technology

Ten hours of chemistry should be included in Area II. Area IV should include a total of thirty credit hours with five to ten in anatomy and physiology, five to ten in biology, five in qualitative or quantitative analysis, five in organic chemistry, and five in an elective.

Major in Nuclear Medicine Technology

The student should include ten hours of chemistry in Area II of the core. Area IV will include thirty hours in biology, chemistry, physics, mathematics, computer science, management, introduction to education, educational psychology, psychology, or basic electronics courses.

Major in Occupational Therapy

The student should include ten credits in biology, five in chemistry in Area II, five credits in sociology, and five in psychology in Area III of the core. The thirty credits in Area IV should include five hours in physics or physical science, five in advanced sociology, and electives in areas such as art, public speaking, anatomy, and statistics.

Major in Physical Therapy

The student should include fifteen credits in biology in Area II. Please consult the advisor for appropriate ones. In Area IV of the core the thirty credits should include ten hours of physics, and twenty hours of electives from anthropology, geology, economics, psychology, sociology, history, and chemistry. One course in chemistry must be elected if the student had no high school chemistry with a "C" or better grade.

Major in Physician's Assistant

The student should include ten hours of chemistry and five hours of biology in Area II of the core. The thirty hours in Area IV should include five hours in human growth and development, five hours in biology, and five hours in organic chemistry. The remaining fifteen hours should preferably be in the sciences with anatomy, physiology, microbiology, genetics, histology, embryology, zoology, biology, and physics being the order of preference.

Major in Respiratory Therapy

The student should include ten hours of chemistry and five hours of physics in Area II of the core, and ten hours of psychology in Area III. The thirty hours of Area IV should include fifteen hours of biology selected from courses in general biology, microbiology, zoology, vertebrate zoology, comparative anatomy, embryology, genetics, and physiology, and fifteen credits of electives.

Major in Physical Therapist Assistant

This program leads to an Associate in Science degree and the student should not complete the core at Augusta College. The one year's work would include ten credits in composition, five credits in physical science, and five in general biology, five credits in psychology, five credits in history, and five in political science. In addition, there will be ten hours of electives.



School of Business Administration

Faculty 1986-87

Dean (Acting)

Farmer, M.K.

Professor

Farmer, M.K.

‡Holloman, C.R.

Kuniansky, H.R.

Law, D.R.

†Monge, F.W.

Rutsohn, P.D.

Wallace, R.S.

Willis, S.M.

Associate Professor

Bramblett, R.M.

Duncan, D.E.

Flynn, E.H.

Godin, J.W.

Whately, W.L.

Assistant Professor

Arnold, E.R.

Coleman, C.

Fellers, G.P.

Lisko, M.K.

Mobley, M.G.

Sherrouse, M.T.

Temporary Instructor

Broome, C.D.

Coleman, B.C.

Kiker, B.B.

Lowe, D.R.

Reid, R.C.

†Alumni Professor of Business Administration
and Director of Executive Development Center
‡Grover C. Maxwell Professor of Business Administration

The purpose of the School of Business Administration is to prepare students for leadership and service in business, the professions, and government, and for becoming responsible citizens and leaders in society. Viewing organizations as operating in a dynamic social, political, and economic environment, the school performs four functions with respect to its purpose: (a) to offer students the firm base of liberal education characteristic of all educated persons; (b) to provide students with a thorough understanding of the operational and managerial functions of modern business; (c) to stimulate interest in social, economic, and civic responsibilities, and (d) to promote intellectual maturity and personal growth through continuing education.

In addition, the school contributes to knowledge through the research activities of its faculty and students. Graduate programs are offered for advanced students in accounting, administration, and health services administration. The School participates in programs of adult education both on and off campus.

The undergraduate curricula leading to the Bachelor of Business Administration degree with major concentrations in accounting, economics/finance, management, marketing, executive secretarial, general business, and business education also require that undergraduate majors take a minimum of 40 percent of their work in general education. Within the school, every major curriculum is constructed around a common core of courses in the functional areas of business and economics.

The School of Business Administration is advised and supported by an 18-member Advisory Board. This group of local business leaders meets quarterly and serves as a bridge between the School and the community. Members in 1986-87 were: Mr. John L. Barnes, Executive Vice President, Graniteville Company; Mr. Lee W. Curley, First Vice President & Branch Manager, Robinson Humphrey Company; Mr. James E. Davis, Vice President of Marketing, Georgia Federal Bank; Mr. Frank S. Dennis III, President, Augusta Iron and Steel Works, Inc.; Mr. Edward M. Gillespie, President, University Hospital; Mr. W. A. Greene, Jr., President, Evergreen Foods; Mr. Charles F. Huff, President, First National Bank of Atlanta; Mr. Thomas Kelly, Jr., Associate Hospital Administrator, Medical College of Georgia; Ms. Nancy J. McJunkin, Senior Vice President, First Union Bank of Augusta; Mr. Howard F. Morin, Plant Manager, Kendall Company; Mr. H. M. Osteen, President, Bankers First; Mr. Ronald V. Patterson, President, E Z Go; Mr. Abram J. Serotta, Serotta, Maddocks & Devanny, CPA's; Mr. J. Haley Roberts, Jr., First Vice President, Interstate Securities; Mr. Bernard Silverstein, President, Silverstein's Cleaners and Laundry; Mr. Herbert S. Upton, President, Downtown Augusta Now, Incorporated; Mrs. Hampton J. Walker, Vice President, Castleberry's Food Company; Mr. Jack K. Widener, Jr., Vice President, Georgia Power Company.

Bachelor of Business Administration

A student pursuing a business administration curriculum may choose an area of major concentration from one of the following: Accounting, Economics/Finance, Management, Marketing, General Business, Office Administration, Business Education.

General Education Requirements

The general education core curriculum, Areas I, II, and III, is detailed on page 71.

Core Requirements

Area IV of the core curriculum consists of courses related to the B.B.A. Degree re-

quirements and the chosen major concentration. Since the core curriculum (Areas I, II, III and IV) is preparatory, the student should complete all requirements during the freshman and sophomore years.

Summary of Academic Requirements

The Core Curriculum

Area I Humanities	Hours
ENG 101-102, or ENG 111 (grades of C, or above in each course)	10
HUM 221-222	10

Area II Mathematics and Sciences

MAT 107-122	10
Sciences (Select one ten-hour sequence)	
BIO 101-102	
CHM 121-122	
CHM 121-106	
CHM 105-106	
GLY 101-102	
PSC 101-102	
PCS 201-202	
PCS 211-212	10

Area III Social Sciences

HIS 211 or HIS 212	5
POL 101	5
PSY 101 or SOC 101	5
(Select one of the following):	5
ANT 101, 201	
ECN 101, 102, 103, 201	
HIS 115, 116, 211, 212	
PHY 101	
POL 201, 204	
PSY 101	
SOC 101, 202, 221	

Business Education Concentration

ECN 102, 103, or 201	10
HIS 211 or 212	5
POL 101	5

Area IV Core curriculum related to all major concentrations for the B.B.A. degree except business education

ACC 211-212	10
MIS 210	5
ECN 101-102	10
MAT 221	5

Business Education

SPC 101	5
PSY 101	5
EDU 205	5
ECN 101	5
ACC 211-212	10

Graduation Requirement: HUM 323 5

Required Business Administration Junior and Senior Common Curriculum 40

(Grades of C, or above, required in each course)

Major Concentration 30-35
(Grades of C, or above, required in each course)

Electives
(depending on major concentration) 5-15

Physical Education
(PED 191 [2 credit hours] and one aquatic course required) 7

Total Hours Required 187-198

Business Administration Junior-Senior Common Curriculum and Major Concentration

A grade of C or better is required in all courses.

Students should complete Areas I, II, III and IV of the core curriculum as pre-requisites to take the following junior-senior common curriculum and major concentration.

The School of Business requires all students of business administration to acquire a "common body of knowledge" relative to understanding business and the

private enterprise system. To this end, all students seeking a Baccalaureate Degree in Business Administration are required to complete an upper division common curriculum consisting of 8 courses as follows:

Required 40 Hours

MIS 310	Business Information Systems	5
MKT 353	Principles of Marketing	5
MGT 363	Administrative Theory and Practice	5
FIN 315	Business Finance	5
MSC 322	Operations and Production Management	5
BUS 340	Government, Business and Society	5
BUS 464	Organizational Policy and Control	5
Select one course from the following:		5
BSL 400	Business Law I	
BSL 401	Business Law II	
FIN 373	Principles of Risk and Insurance	
FIN 375	Principles of Real Estate	

Major Concentration 30 Hours

Prerequisites: Completion of Areas I, II, III, and IV of the core curriculum, Regents Testing Program, junior-senior common curriculum, and senior standing.

Select one of the following concentrations: Accounting, Economics/Finance, Management, Marketing, General Business, Office Administration, or Business Education.

Accounting

This curriculum will prepare students for a professional career in public accounting, industrial accounting, or governmental accounting.

		Hours
ACC 311	Financial Accounting Theory I	5
ACC 312	Financial Accounting Theory II	5
ACC 313	Financial Accounting Theory III	5
ACC 411	Cost Accounting	5
ACC 451	Federal Income Taxation	5

Select one course from the following:		5
ACC 414	Advanced Cost Accounting	
ACC 416	Advanced Accounting Theory	
ACC 421	Advanced Accounting I	
ACC 422	Advanced Accounting II	
ACC 452	Advanced Federal Taxation	
ACC 471	Auditing	
ACC 472	Advanced Auditing	
ACC 481	Governmental and Institutional Accounting	
ACC 495	Selected Topics in Accounting (Only with written approval of advisor)	
Total		30

Economics/Finance

This curriculum provides students with in-depth knowledge of economics and finance. The student is prepared for careers in economics and finance in businesses, both non-financial and financial, and governmental organizations.

ECN 455	Forecasting and Econometrics	5
FIN 421	Investments and Market Analysis	5
FIN 425	Money and Financial Institutions	5

Select three courses from the following:

ECN 431	International Economics	5
ECN 451	Microeconomic Theory	5
ECN 452	Macroeconomic Theory	5
ECN 461	Evolution of Economic Thought	5
ECN 471	Public Finance	5
ECN 495	Selected Topics in Contemporary Economic Theory and Policy	5
FIN 415	Advanced Corporate Finance	5
FIN 422	Portfolio Theory and Management	5
FIN 432	International Business	5
FIN 476	Real Estate Finance and Investments	5
FIN 495	Selected Topics in Finance (Only with written approval of advisor)	5
Total		30

Management

This curriculum is designed to acquaint the student with the executive's role in decisions which relate to planning, organizing, and controlling business enterprises in a dynamic economy.

		Hours
MSC 424	Advanced Operations and Production Management	5
Select any two of the following three courses:		10
MGT 434	Human Resources Management	
MGT 461	Organization Behavior	
MGT 463	Organizational Theory and Management	

Select three courses from the following: 15

ACC 411	Cost Accounting	
MGT 311	Industrial Relations and Collective Bargaining	
ECN 451	Microeconomic Theory	
ECN 455	Forecasting and Econometrics	
FIN 432	International Business	
MGT 434	Human Resources Management	
MGT 450	Entrepreneurship and Small Business	
MGT 461	Organization Behavior	
MGT 463	Organizational Theory and Management	
MGT 495	Selected Topics in Management (Only with written approval of advisor.)	
HSA 495	Selected Topics in Health Services (Only with written approval of advisor.)	

Total **30**

Marketing

This curriculum helps to prepare the student to function effectively in an entry level marketing management position.

		Hours
MKT 402	Marketing Research	5
MKT 404	Case Problems in Marketing	5

Select four courses from the following:20

MKT 360	Salesmanship and Sales Management	
MKT 370	Advertising and Advertising Management	
MKT 406	Business Logistics	
MKT 408	Marketing Communication	
MKT 410	Industrial Marketing	
MKT 412	Retail Management	
MKT 414	Marketing Planning and Strategy	
ECN 451	Microeconomic Theory	
MKT 495	Selected Topics in Marketing (only with written approval of advisor)	
Total		30

General Business

This curriculum provides the student with a background in the broad field of business administration without specializing in any particular functional area.

	Hours
Required	15
Select three courses from those specifically required in the preceding major concentrations with not more than one course from a given concentration (accounting, economics, finance, management, or marketing)	
Select three courses from: any ACC, BUS, BSL, ECN, FIN, MGT, MIS, MKT, or MSC course numbered 300 or 400	15
Total	30

Office Administration

This curriculum is designed for the student who wishes to prepare specifically for an administrative office position or for an executive secretarial or another highly responsible personal secretarial position.

OFA 301-302-303	Typing	15
OFA 431-432-433	Dictation and Transcription	15
OFA 325	Secretarial Practice	5
OFA 425	Supervised Office Experience	5

*The office administration major may select only 5 credit hours of electives.

Total	40
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Business Education

The curriculum is designed for the student planning to teach business courses. The program consists of the general education core curriculum, specific business courses as a teaching field, and professional education. Although the School of Education coordinates the college-wide teacher education program, the student will combine work in the School of Education with work in the School of Business Administration.

Option I	Hours
ECN 102	Principles of Economics II 5
ACC 212	Principles of Accounting II 5
BSL 400	Business Law I 5
BED 456	Methods of Teaching Secondary Business 5
OFA 325	Secretarial Practice 5
OFA 431-432-433	Beginning, Intermediate, and Advanced Dictation and Transcription 15
OFA 425	Supervised Office Experience 5
OFA 435 or MIS 310	Business Machines 5
ENG 271	Report Writing 5
MIS 210	Computing and Data Processing 5
Total Hours	60

Option II	Hours
ECN 101-102	Principles of Economics I & II 10
ACC 212	Principles of Accounting II 5
ACC 311	Financial Accounting Theory I 5
BSL 400	Business Law I 5
FIN 494	Personal Finance 5
MGT 363	Administrative Theory and Practice 5
BED 456	Methods of Teaching Secondary Business 5
ENG 271	Report Writing 5
OFA 425	Supervised Office Experience 5
OFA 435	Business Machines 5
MIS 210	Computing and Data Processing 5
MIS 310	Business Information Systems 5
Total Hours	65

Professional Education Sequence

The following courses constitute the professional education sequence in the approved secondary programs and meet minor requirements in secondary education:

EDU 205 Foundations and Educational Psychology (Area IV of Core)

Prerequisite: PSY 101 or permission of instructor

EDU 306 Strategies for Individualizing Instruction

EDU 337 The American High School Curriculum

EDU 436 Student Teaching

EDU 440 Education of Exceptional Children (a legislative requirement for all educators certified in Georgia)

EDU 456 Secondary School Materials and Methods

EDU 458 Problems in Secondary Curriculum and Instruction

Special methods of teaching in the major field may also be included. See academic major advisor.

Associate in Arts Degree Program

Major in General Studies

This program is offered to provide a structured two-year degree program for the student who cannot plan to complete a four-year college program. It provides the first two years of a standard bachelor's degree program and would allow the student to move into the bachelor's degree program with no loss of credit.

The requirements for the degree would indicate at least twenty quarter credit hours in each of the following areas: English and humanities, mathematics and sciences, and social science. These correspond to the three areas of the Core Curriculum described in the previous section of this catalog. See page 71.

In addition, there is a requirement of a minimum of thirty hours in courses specified as fulfilling the Area IV of the core curriculum for a particular major. See page 72.

The other degree requirements are those listed under Graduation Requirements in the previous section of the catalog.

Associate in Applied Science Joint Degree Programs

Augusta Area Technical School & School of Business Administration

The degree is awarded after a student has completed the program at Augusta Technical School and the program at Augusta College as specified by each institution. A student should seek admission to both programs after consulting with the advisors and catalogs of each institution. The degree will be awarded upon completion of both programs.

Majors in accounting, clerical, office administration, fashion merchandising, financial services, horticulture, medical secretarial, marketing, and management must complete the following courses plus 15 additionally designated hours.

	Hours
ENG 101, 102	10
POL 101	5
HIS 211 or 212	5
MAT 107	5
Lab Science (BIO 101 or CHM 105 or PSC 101 or GLY 101)	5
PED (Including PED 191 [2 credit hours] Aquatics and one activity course)	4
3 courses designated below according to major	15
Total Hours	49

Selected Major Emphasis Curriculum Requirements to be Taken at Augusta College: 15 cr. hrs.

	Hours
Accounting	
ECN 101-102	10
MIS 210	5
Clerical	
ECN 101	5
ACC 211	5
MIS 210	5
Office Administration	
ECN 101	5
ACC 211	5
MIS 210	5

Fashion Merchandising	
ECN 101-102	10
ACC 211	5

Banking and Financial Services	
ACC 212	5
MIS 210	5
ECN 103	5

Horticulture	
ACC 211	5
ECN 102	5
MIS 210	5

Marketing	
ECN 103	5
ACC 211	5
MIS 210	5

Management	
ECN 103	5
ACC 212	5
MIS 210	5

Medical Secretarial	
ECN 101-102	10
ACC 211	5

Associate in Science Degree Programs

Major in Secretarial Science

	Quarter Hours
Freshman Year	
ENG 101-102 College Composition	10
ECN 101 Principles of Economics	5
OFA 301-302-303 Typewriting	15
OFA 431-432-433 Shorthand	15
MAT 107 College Algebra	5
OFA 335 Medical Terminology	5
MIS 210 Computing & Data Processing	5
PED 191 Physical Education	2
Total	62

	Hours
Sophomore Year	
HIS 211 or 212 American History I or II	5
POL 101 American Government	5
OFA 325 Secretarial Practice	5

OFA 435 Business Machines	5
ACC 211 Principles of Accounting I	5
OFA 425 Supervised Office Experience	5
SOC 101 or PSY 101 Introduction to Sociology or Principles of Psychology	5
PED 143 Aquatics	1
PED Physical Education	1
Total	37

Minors in the Curricula of the School of Business Administration

The Bachelor of Business Administration degree is a diversified professional degree which requires no minor. For the student in other disciplines seeking a minor in accounting, business administration, economics, or office administration, the following requirements must be met:

Accounting Minor:	Hours
Area IV Courses	
MIS 210, ACC 211, ACC 212, ECN 102	20
Upper Division Courses:	
ACC 311 Financial Accounting Theory I	5
Select any two of the following courses:	10
ACC 312 Financial Accounting Theory II	
ACC 313 Financial Accounting Theory III	
ACC 411 Cost Accounting	
ACC 451 Federal Income Taxation	
ACC 481 Governmental Accounting	
Total	35

Business Administration Minor:	
Area IV Courses:	
MIS 210, ACC 211, ACC 212, ECN 102	20
Upper Division Courses:	
MGT 363, MKT 353, 300/400 Elective	15
Total	35

Economics Minor:

Area IV Courses:

ECN 101, 102 10

Upper Division Courses:

Electives from upper division
courses to be selected with the
approval of an advisor 25

Total 35**Office Administration Minor:**

Area IV Courses:

MIS 210, ACC 211, OFA 303 15

Upper Division Courses:

OFA 431, 432, 433, 325 20

Total 35



School of Education

Faculty 1986-87

Dean (Acting)

Murphy, J.A.

Teacher Education

Professor

Chou, F.H.

Christenberry, M.A.

Clary, L.M.

Smith, L.R.

Associate Professor

Bozardt, D.A.

Hickman, E.W.

Hilliard, R.D.

McMillan, F.M.

Murphy, J.A.

Weber, R.L.

Assistant Professor

Harris, P.

Stayer, F.M.

Health and Physical Education

Professor

Vanover, M., chair

Associate Professor

Lanford, E.E.

Rowe, P.J.

Assistant Professor

Burau, D.W.

Cody, N.A.

Harrison, R.D.

Instructor

Fite, S.G.

Moss, L.A.

The purpose of the School of Education is to prepare the student for leadership and service in education, the professions, and the community, and to prepare him to become a responsible citizen and leader in society. In fulfilling its purpose, the School strives:

- (a) to offer students a strong liberal education characteristic of all educated persons;
- (b) to develop professional educators who are knowledgeable, competent, and concerned;
- (c) to provide students with an understanding of the operational and instructional functions of the American educational systems;
- (d) to stimulate interest in social, economic, and civic responsibilities; and
- (e) to develop intellectual maturity and personal growth through continuing education.

The Department of Health and Physical Education is included in the School of Education.

The following is a list of the undergraduate degrees offered in the School of Education:

Bachelor of Arts

Major in Elementary Education

Bachelor of Science in Education

Majors in Health and Physical Education and Special Education

Associate in Applied Science

Major in Child Development

Summary of Academic Requirements for the Bachelor of Arts Degree

	Hours
Humanities	
English 101-102 or English 111 (A grade of C or above in each course)	10
Humanities 221-222	10
Mathematics and Sciences	
Mathematics (Select one or two of the following depending on major)	5-10
Mathematics 107, 109, 115, 122, and/or 201	
Sciences	10-15
(Select one ten-hour sequence, if two of the above mathematics courses are taken. If one mathematics course is taken, select one ten-hour sequence and one additional five-hour course.)	
Biology 101-102	
Chemistry 121-122	
Chemistry 121-106	
Chemistry 105-106	
Geology 101-102	
Physical Science 101-102	
Physics 201-202	
Physics 211-212	
Social Sciences	
History 211 or History 212	5
Political Science 101	5
Select two five-hour courses from the following	10
Anthropology 101 History 212	
Anthropology 201 Philosophy 101	
Economics 101 Political	
Economics 102 Science 201	
Economics 103 Political	
Economics 201 Science 204	
History 115 Sociology 101	
History 116 Sociology 202	
History 211 Sociology 221	
Core curriculum courses related to the major	30
Graduation Requirements: HUM 323	5
Major Courses (all grades must be C, or above)	*45

Minor Courses (all grades must be C, or above) **25-30

Foreign Language, statistics and computer science, or electives depending on major 10-20
Physical Education 7

Total Hours Required 186-196

*minimum

**minimum credits required vary with minor

Free and restricted electives should be selected in consultation with the student's academic advisor.

Summary of Academic Requirements for the Bachelor of Science in Education Degree

	Hours
Humanities	
English 101-102 or English 111 (grade of C, or above in each course)	10
Humanities 221-222	10
Mathematics and Sciences	
Mathematics (Select one or two of the following depending on major)	5-10
Mathematics 107-115	
Sciences	10-15
(Select one ten-hour sequence, if two of the above mathematics courses are taken. If one mathematics course is taken, select one ten-hour sequence and one additional five-hour course.)	
Biology 101-102	
Chemistry 121-122	
Chemistry 121-106	
Chemistry 105-106	
Geology 101-102	
Physical Science 101-102	
Physics 201-202	
Physics 211-212	
Social Sciences	
History 211 or History 212	5
Political Science 101	5
Select two five-hour courses from the following:	10
Anthropology 101 Economics 103	
Anthropology 201 Economics 201	
Economics 101 History 115	
Economics 102 History 116	
History 211 Political	

History 212	Science 204	
Philosophy 101	Sociology 101	
Political	Sociology 202	
Science 201	Sociology 221	
Core Curriculum courses related to major		30
Degree Requirements: HUM 323		5
Major Courses (all grades must be C, or above)		105
Physical Education		7
Total Hours Required		202

Summary of Academic Requirements for the Bachelor of Science in Education Degree

Major in Health and Physical Education

	Hours
Humanities	
English 101-102 or English 111 (A grade of C or above in each course)	10
Humanities 221-222	10
Mathematics and Sciences:	
Mathematics (Select one or two of the following):	5-10
Mathematics 107, 109, 115, 122 and/or 201	
Natural Sciences (At least one ten-hour sequence, if two of the above Mathematics courses are taken. If one Mathematics course is taken, select one ten-hour sequence and one additional five-hour course.)	10-15
Biology 101-102	
Chemistry 121-122	
Chemistry 121-106	
Chemistry 105-106	
Geology 101-102	
Physical Science 101-102	
Physics 201-202	
Physics 211-212	
Social Sciences:	
History 211 or History 212	5
Political Science 101	5
Select two five-hour courses from the following:	10

Anthropology 101, 210	10
Economics 101, 102, 103, 201	
History 115, 116, 211, 212	
Philosophy 101	
Sociology 101, 202, 221	
Core curriculum courses related to the major:	30
Biology 111	
Biology 112	
Computer Science 235 or Math 221	
Education 205	
Psychology 101	
Speech 101	
Degree Requirements:	
Humanities 323	5
Professional Education sequence	35
Major courses (All grades must be C, or above)	52
Motor Learning courses	8
Instructional Strategy Courses	6
Health & Physical Education (Basic)	7
Total Hours Required	203

Teacher Education

Teacher Education at the college is a college-wide responsibility and function. Although the School of Education coordinates the total program, students will combine work in the School of Education with work in the various college departments depending upon their major and minor interests.

All teacher education programs at the baccalaureate, master's and specialist's levels at Augusta College are fully accredited by the National Council for the Accreditation of Teacher Education and the Georgia Department of Education. The college is a member of the American Association of Colleges for Teacher Education.

The standard four-year certificate for teaching in the state of Georgia is based on the baccalaureate degree including or supplemented by minimum professional requirements. This is referred to as the Teacher's Associate Professional Four-year (NT-4) Certificate.

To qualify for this credential, one must have completed an approved four-year curriculum designed for a specific teaching field, be recommended by the college in which the training is completed, and have passed the Georgia Teacher Certification

Test in the chosen teaching field. Students who desire to teach should begin to plan in the freshman year to complete a specific program to satisfy all requirements.

Teacher education programs at Augusta College consist of a carefully planned sequence of studies in general education, a specific teaching field area, and professional education. A student should seek the advice of his/her assigned advisor in planning and completing an individual program. The student is additionally encouraged to participate in the activities of the club of the major field and the Student Association of Educators at Augusta College.

Planned teacher education programs at Augusta College leading to the bachelor's degree are available in the following areas: art, music, elementary education (early childhood and middle grades), health and physical education, special education, and the secondary teaching fields of biology, business, chemistry, English, history, mathematics, physics, and political science.

The Bachelor of Arts degree is awarded in art and elementary education (early childhood and middle grades).

The Bachelor of Arts degree is awarded in the secondary teaching fields of English, history (social studies), and political science. The Bachelor of Science degree is awarded in biology, chemistry, mathematics, and physics. The Bachelor of Business Administration degree is awarded those planning to teach business courses. Majors in health and physical education and special education lead to the Bachelor of Science in Education degree. The Bachelor of Music degree is awarded in music.

Students who wish to qualify for the Teacher's Associate Professional Four-year (NT-4) Certificate should submit a formal application for admission to the Teacher Education Program during their sophomore year. The School of Education determines the fitness of the applicant for entering the program. Students who have been accepted for the program must submit an application for student teaching during the fall quarter of their junior year.

Students are expected to complete a "September Experience" of two weeks in

a public school during late August or early September prior to admission to Teacher Education. This experience is designed to familiarize the student with teaching and activities associated with the opening of school.

Graduating seniors are required to take the National Teacher Examinations — core battery of tests during the latter part of their senior year and to have results filed with Augusta College. The Georgia Teacher Certification Test in the chosen teaching field is required for initial certification by the Georgia State Department of Education.

Teacher Education Admission Requirements

(Students are required to be admitted to this program before they enroll in courses beyond EDU 202, 205, 302, 304, 306, 330, and 333.)

1. Evidence of adequate scholastic achievement as demonstrated by an overall grade point average of 2.5.
2. Satisfactory completion of ENG 101 and 102 with at least a grade of C.
3. Grade of at least C in EDU 202 or 205.
4. A satisfactory disciplinary record in the college community as well as the community at large.
5. Recommendation of the applicant's advisor and EDU 202/205 instructor.
6. Satisfactory completion of Speech 101 (Grade of at least a C) and/or satisfactory completion of the Speech Adequacy Test administered in EDU 202 or 205.
7. Satisfactory completion of the Regents Testing Program.
8. All post-baccalaureate students seeking initial certification must be admitted into teacher education. The required GPA should be 2.5. A post-baccalaureate student with a GPA of less than 2.5 will be allowed to enter on a provisional basis and will be admitted if the GPA for the first 15 hours in teacher education at Augusta College is at least 2.5 with no grade lower than C.

9. Approval of Admissions Committee.
10. Completion of all core requirements.

Student Teaching

Students who have been admitted to the teacher education program should file for admission to student teaching during the first quarter of their junior year.

Student Teaching Admission Requirements:

1. Student must be enrolled in teacher education program.
2. Grade point average of 2.5 or better.
3. Grade of C or better in all teaching field and professional education courses.
4. Completion of all courses in the student's major.
5. Completion of all professional education courses other than the Senior Seminar.
6. Show evidence of emotional stability and lack of undesirable personal characteristics.
7. Completion of September Experience.

Renewal and Reinstatement of Teaching Certificates

Persons holding Georgia teaching certificates may renew or reinstate these certificates, whenever necessary, by earning course credit at Augusta College to fulfill State Department of Education Certification requirements. Persons desiring to do this must obtain approval for each course taken from the Certification Division of the State Department of Education.

Bachelor of Arts

Major in Elementary Education

(Early Childhood and/or Middle Grades)
The elementary education major leads to an associate professional certificate to teach in the elementary schools from kindergarten through grade four (early childhood education option) and/or from grades four through eight (middle grades option). Both options provide a concentration in language arts. The early childhood option includes a general studies minor with thir-

ty quarter hours of academic work outside education. The middle grades option includes a second concentration which may be selected from mathematics, social science, sciences, health and physical education, music and art. The second concentration may be attained through a twenty-five hour minor in a specific approved discipline or a thirty-hour general studies minor. Students who have not earned two high school units in a given foreign language will be required to complete a minimum of ten quarter hours in a foreign language sequence.

Requirements for a major. All elementary education (early childhood and middle grades) majors are required to take forty-five quarter hours in teaching field courses with a minor concentration of twenty-five or thirty hours outside of education. Teaching field courses include EDU 471*, EDU 472*, MAT 425*, ART 351**, ENG 401**, MUS 351**, HPE 351**, EDU 352*, EDU 353*, EDU 354*, EDU 355* or other courses appropriate to the major and approved by the advisor.

Professional education and supporting courses: forty-five quarter hours selected from EDU 202*, 302*, 304*, 330**, 333**, 335*, 404, 433**, 435, 440*, 475, 491**, 493, 495.

*Required courses for all elementary education majors.

**Required courses for early childhood education option.

Bachelor's Degree in Teaching Fields

Secondary Education (7-12)

Approved programs designed to prepare teachers for grades 7-12 lead to the Bachelor of Arts, Bachelor of Science, or Bachelor of Business Administration degree with majors in specific teaching areas and a minor in secondary education. Exceptions to teaching levels include art, music, and health and physical education majors who

are qualified for teaching in grades 1-12. Students completing any of these programs should plan to meet departmental requirements by working closely throughout their program with both the major department and the School of Education. Completion of one of the planned programs — with the recommendation of the Dean of the School of Education — qualifies the student for a teacher's associate professional four-year certificate in Georgia.

Beginning with the sophomore year, students must work closely with the School of Education faculty in meeting prospective teacher and departmental requirements.

Major Programs

See specific, approved prospective teacher programs as applicable for the various majors. Follow approved programs only for teacher certification.

Professional Education Sequence

The following courses constitute the professional education sequence in the approved secondary programs and meet minor requirements in secondary education:

EDU 205 Foundations and Educational Psychology (Area IV of Core) Pre-requisite: PSY 101 or permission of instructor

EDU 306 Strategies for Individualizing Instruction

EDU 337 High School Curriculum (EDU 335 for fine arts and health and physical education majors)

EDU 434 Student Teaching K-12 (for fine arts, health, and physical education majors)

EDU 436 Secondary Student Teaching

EDU 440 Education of Exceptional Children (a legislative requirement for all educators certified in Georgia)

EDU 456 Secondary Materials and Methods

EDU 458 Problems in Curriculum and Instruction

Special methods of teaching in the major field may also be included. See academic major advisor.

Major Courses

The following courses in the teaching field

must be included in the degree program; consult your advisor:

Art

(Completion of program qualifies one for teaching in grades K-12)

ART 102, 103, 131, 223, 241, 361 or 362 or 363, 231, 331 or 371, 311, 312, 313, 351, 352, 498 plus 5 hours of electives.
EDU 205, 306, 335, 436, 440, 456, 458.

Biology

BIO 101, 102 with a grade of C or better
BIO 330, 331 and either 332 or 334 or 336

BIO 342, 401, 402, and 498

Select 3 additional upper division biology electives, 15 quarter hours

MAT 107 and 115, or 115 and 221

CHM 121, 122

CHM 123 or 341

MAT 221 or 201

PCS 201, 202, 203

Ten hours foreign language or MAT 221 and CSC 235.

Business (Option I)

ECN 102

MIS 210

ACC 212, BSL 400, BED 456

OFA 325, 425, 431, 432, 433, 435

ENG 271

Business (Option II)

ECN 101, 102

ACC 212, 311

BSL 400

OFA 425

MGT 363

BED 456

MIS 210 and MIS 310

ENG 271

OFA 435

Chemistry

CHM 121, 122, 123, 281, 341, 342, 344, 372, 373, 374, 442 and one additional 400 level CHM course.

MAT 201, 202, 203, 204

BIO 101, 102

PCS 201, 202, 203

English

ENG 315, 351, 355, 404, 455, 485
Select four (4) additional courses as outlined by the English Department.
EDU 475

History

HIS 115, 116, 211, 212, 299, 456, 479
Select ten (10) quarter hours from four of the following areas: Europe, Far East, Latin America, United States, and Africa.

Mathematics

MAT 115, 201, 202, 203, 204, 302, 303, 321, 322, 431, 456
Select fifteen (15) additional approved hours of upper division mathematics courses.
PCS 211, 212 or CHM 121, 122 or BIO 101, 102.

Music

(Completion of the program qualifies one for teaching in grades K-12)
MUS 105, 111, 112, 125, 126, 127, 211, 212, 312, 316, 317, 318, 321, 322, 323, 352, 371, 372, 373, 374, 375, 376, 411, 412, 416, 461, 462, 463; and a minimum of 22 hours in one of the following sequences of applied music: MUA 141-341, 142-342, 143-343, 144-344, 145-345, 146-346, 147-347, 148-348, 149-349; a senior recital, and the attainment of Applied Music Level 7.
EDU 205, 306, 335, 436, 440, 456, 458

Physics

PCS 211, 212, 213, 301, 304, 325, 451, 452, 453, 456
MAT 201, 202, 203, 204, 302
CHM 121, 122, 123
BIO 101

Political Science

POL 101, 201, 202, 301, or 431; 310, 311 or 312; 401, 402, or 403; 411; 450, 425 or 426.
Select fifteen (15) additional hours of 300 or 400 level political science courses.
HIS 211, 212, 456.
Select fifteen (15) hours from SOC 101, ECN 101, GGY 101, ANT 101, PHY 101.

Bachelor of Science in Education

Major in Health and Physical Education

A major in Health and Physical Education leads to a Bachelor of Science in Education degree.

The Health and Physical Education major leads to a professional certificate to teach at all levels K-12.

(1) Professional Education Sequence:

The following courses constitute the professional education sequence in the approved Health and Physical Education Major requirements.

EDU 205 (Foundations and Educational Psychology) (Area IV of Core) Prerequisite: PSY 101 or permission of instructor.

EDU 302 (Human Development in the Educative Process) Prerequisite: PSY 101 or permission of instructor.

EDU 306 (Strategies for Individualizing Instruction)

EDU 335 (Elementary School Curriculum—ECE, MG) Prerequisite: EDU 304, admission to Teacher Education, or permission of instructor.

EDU 434 (Student Teaching)

EDU 458 (Problems in Secondary Education)

EDU 440 (Education of Exceptional Children) Prerequisite: EDU 205 or EDU 202, 302, and 304

(2) Requirements for a major: In addition to the college core requirements, the health and physical education major should take HPE 200, 300, 340, 351-C, 380, 383, 392, 456.

The program requires 20 hours from the elective courses as outlined by the Physical Education Department, eight hours from HPE 301-308, and six hours from HPE 370-375.

(3) Requirement for a minor: A minor in Health and Physical Education will consist of completion of a minimum of twenty-five credit hours of upper division HPE courses.

Various minors are offered. The chairman of the Department of Physical Education must approve the selection of HPE courses.

Major in Special Education

A major in special education leads to a Bachelor of Science in Education degree.

The special education major leads to a professional certificate to teach the retarded child at all levels—K-12. In addition to work specifically pertaining to mental retardation, there are many supporting courses found in the elementary curriculum. It is imperative that the teacher of the retarded be very familiar with the child of average intellectual ability as well as the mentally retarded child, in order that comparisons and adaptations of methods be made.

Requirements for the major: In addition to the college core requirements, the special education major should take EDU 202, 302, 304, 335, 343, 352, 355, 434, 438, 439, 440, 461, 462, 471, 472, 493, ART 351, or MUS 351 or HPE 488, and five quarter hours selected from EDU 330, 353, 354, 404, 495, MAT 425, HPE 351, ART 351, MUS 351, HPE 488, PSY 337.

Associate in Applied Science Degree

Major in Education In Cooperation with Augusta Area Technical School

The degree is awarded after a student has completed the program at Augusta Technical School and the program at Augusta College as specified by each institution. A student should seek admission to both programs after consulting with the advisors and catalogs of each institution. The degree will be awarded upon completion of both programs.

Major in Child Development	Hours
ENG 101, 102	10
POL 101	5
HIS 211 or 212	5
MAT 107 or 115	5
PSY 101	5
SOC 101	5
SPC 101	5
EDU 202	5
PED (including PED 191)	4
Total Hours	49

Course Descriptions

After each course title there are three numbers in parentheses. The first number listed is the number of hours of lecture; the second, the number of hours of laboratory and the third, the number of credit hours the course carries. Where lecture, laboratory, and credit hours are not fixed, such as in "Selected Topics," the word "Variable" or the letter "V" will be used instead of numbers.

All 400-level courses marked with an asterisk (*) may be taken for graduate credit within the prescribed limits and with the advisor's approval. Additionally, in order for 490, Cullum Lecture Series, to be graduate creditable, the graduate student must have registered for it in the discipline in which the degree is being sought.

Special information concerning the quarter that a course is to be offered is included with the description of each course. The college reserves the right to make changes in the course schedule and to cancel any section where enrollment is considered insufficient.

The following abbreviations are used in each school.

The School of Arts and Sciences 155

Anthropology (ANT), Art (ART), Biology (BIO), Chemistry (CHM), Communications (COM), Computer Science (CSC), Criminal Justice (CJ), Developmental Studies (COS, ENG, MAT, or RDG), Drama (DRA), Drawing Engineering (DRW), English (ENG), French (FR), Geography (GGY), Geology (GLY), German (GER), History (HIS), Humanities (HUM), Journalism (JRL), Mathematics (MAT), Military Science (MIL), Music (MUS), Applied Music (MUA), Nursing

(NUR), Philosophy (PHY), Physical Science (PSC), Physics (PCS), Political Science (POL), Psychology (PSY), Sociology (SOC), Social Work (SWK), Spanish (SP), Speech (SPC).

The School of Business

Administration 209

Accounting (ACC), Business Administration (BUS), Business Education (BED), Business Law (BSL), Economics (ECN), Finance (FIN), Health Services Administration (HSA), Management (MGT), Management Information Systems (MIS), Management Science (MSC), Marketing (MKT), Office Administration (OFA).

The School of Education 224

Education (EDU), Physical Education (PED), Health and Physical Education (HPE).

The School of Arts and Sciences

Augusta College Orientation (ACO)

100 Learning Strategies (2-0-2)

ACO 100 will acquaint the student with the policies and services of Augusta College. Student development will be enhanced through the teaching of study skills, self-management techniques, library utilization, memory skills, and appropriate classroom behavior. Classroom discussions, values clarification exercises, and standardized testing results will aid the student in making informed decisions about personal goals and choices of major.

Anthropology (ANT)

101 Introductory Anthropology (5-0-5)

A general survey of the origins and development of humans, their cultures and societies. Human adaptation to the environment through biological and cultural development is emphasized. In examining these the course draws on the findings of archaeological, physical and sociocultural anthropology. Ordinarily offered each quarter.

201 Cultural Anthropology (5-0-5)

No Prerequisite.

Emphasizes that human social behavior can only be understood within the framework of cultural influences and forces. Varying political, economic and kinship systems, languages, values, religions, magic, myths, and symbols define the context for behavior in all societies. Students whose careers bring them into contact with people of divergent social, class, and cultural backgrounds will be sensitized to the importance of culture in successful interaction with others in our society and beyond it.

303 Introduction to Archaeology (5-0-5)

Prerequisite: Permission of instructor.

Examines the methods, techniques and theories used by modern archaeologists to investigate past cultures, both historic and prehistoric. Emphasizes that archaeology today is not merely the collection of artifacts, but an integrated scientific approach to understanding the past. Depending on circumstances, and at the instructor's discretion, students may be asked to participate in ongoing local research projects.

314 Physical Anthropology (5-0-5)

Prerequisite: Permission of instructor or ANT 101.

Examines the integrated biological and cultural nature of human beings by reference to the fossil record of human evolution, the behavior of non-human primates, human variation, environmental stress and other factors in human adaptation.

316 World Ethnology (5-0-5)

Prerequisites: Permission of instructor or ANT 101 or 201.

This course will use a cross-cultural comparative framework to examine certain universally important forms of human behavior. Such forms include: economic and political behavior, law, religion, myth, magic, social stratification, and child rearing practices. One or a few of these forms will be the focus of the course in any given quarter.

401 Indians of North America (5-0-5)

Prerequisite: Permission of instructor.

The origins and culture of the native tribes of North America. Acquaints students with New World Indian culture as it was before contact with Europeans and traces the impact of the Europeans on the native societies of North America.

403 Social Anthropology (5-0-5)

Prerequisite: ANT 101 or ANT 201.

Examination of selected topics in the area of social anthropology, particularly those with implications for anthropological theory. This course is an advanced study of important aspects of cultural systems. Normally offered spring quarter in alternate years.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics (5-0-5)

Prerequisite: permission of instructor.

A variable content course, intended to meet the interests of students minoring in anthropology. Offered by arrangement.

499 Undergraduate Research (Variable)

Prerequisite: Permission of instructor.

A variable content course intended to meet the interest and needs of students minoring in anthropology. It will consist of independent research in a selected area of anthropology. May be repeated for credit.

Art

102 Design: 2-Dimensional (5-V-5)

Basic introduction of elements and principles of art using a variety of simple media. Fall, Winter.

103 Design: 3-Dimensional (5-V-5)

Fundamentals of form and organization with actual materials in 3-D space. Winter, Spring.

125 Ceramics: General Pottery (for non art majors) (5-V-5)

Forming, firing, and decorating clay. Fall, Spring.

131 Drawing I: Visual Representations (5-V-5)
Prerequisite: Art 102 or permission of instructor.
Fundamentals of drawing concepts utilizing basic drawing media. Fall, Winter.

141 General Painting (for non-art majors) (5-V-5)
Experiences involving basic color use and painting techniques. Fall, Winter.

142 Watercolor (for non-art majors) (5-V-5)
Applied basic and experimental techniques with opaque and transparent water-color media. Annually.

165 Photography (for non-art majors) (5-V-5)
Theory and fundamentals of composing, developing and printing black and white photographs. Quarterly.

181 Crafts I: General Survey (for non-art majors) (5-V-5)
General survey of basic crafts with concentration in one or more of the following: jewelry, textiles, or other decorative arts. To be arranged.

205 Commercial Design I: Lettering And Layout (5-V-5)
Prerequisite: Art 102 or permission of instructor.
Introduction to hand lettering with emphasis on forming, spacing, and visual organization. Annually.

223 Ceramics I: Introduction to Clay (5-V-5)
Prerequisites: Art 102, 103, 131, or permission of instructor.
Forming, firing, and decorating clay. Fall, Spring.

231 Drawing II: Visual Representation - Intermediate (5-V-5)
Prerequisite: Art 102, 103, 131 or permission of instructor. Continuation of Drawing I. Winter.

241 Painting I: Color And Techniques (5-V-5)
Prerequisites: Art 102, 103, 131, or permission of instructor.
Experiences involving basic color use and painting techniques. Winter, Spring.

305 Commercial Design II (5-V-5)
Prerequisites: Art 205 or permission of instructor.
Advanced projects in commercial art.

311 History Of Art (5-V-5)
No prerequisite.
Survey of Western art through analysis of painting, sculpture, and architecture related to changing cultural backgrounds. To include Prehistoric through Romanesque art. Fall.

312 History of Art (5-V-5)
No prerequisite.
The continued survey of Western art: Gothic, Renaissance, and Baroque art. Winter.

313 History of Art (5-V-5)
No prerequisite.
The continued survey of Western art: Rococo to the present. Spring.

323, 324 Ceramics II, III: Clay Forming, Firing, Decorating (5-V-5)
Prerequisite: Art 223 or permission of instructor.
Continuation of Ceramics I with emphasis on original design and work on the potter's wheel, extending to the glaze theory and process. Fall, Spring.

326, 327, 328 Glassblowing I, II, III (5-V-5)
Prerequisite: Art 231, 272, or permission of instructor.
Fundamentals and techniques of off-hand glassblowing proceeding to personal development of forms and cold process techniques. To be arranged.

331 Drawing III: Figure Drawing (5-V-5)
Prerequisite: Art 231 and 371, or permission of instructor.
Applied studies in proportion, anatomy, and articulation of the figure, using life models. Spring.

341 Painting II: Color and Techniques. (5-V-5)
Prerequisite: Art 241.
Further problems in color composition and techniques. Winter, Spring.

342 Painting: Watercolor (5-V-5)
Prerequisite: Art 102, 103, 131 or permission of instructor.
Applied basic and experimental techniques with opaque or transparent water-color media. Fall.

351 Art Education, K-8; Teaching (5-V-5)
No prerequisite.
Applied concepts and projects adaptable for teaching art in the elementary school classroom. Winter.

352 Art Education, Secondary; School Art (5-V-5)
No prerequisite.
An exploration of art education theories and projects using methods and materials adaptable for classroom instruction. To be arranged.

361 Printmaking: Intaglio (5-V-5)
Prerequisites: Art 102, 103, 131, or permission of instructor.

ART

Introduction to the basic techniques of intaglio using basic tools and materials. Fall, odd numbered years.

362 Printmaking: Screen Methods (5-V-5)

Prerequisite: Art 102, 103, 131, or permission of instructor.

Introduction to the basic techniques of screen reproduction with emphasis on color and composition. Winter.

363 Printmaking: Lithography (5-V-5)

Prerequisite: Art 102, 103, 131, or permission of instructor.

Planographic Processes. Fall, even numbered years.

365 Photography (5-V-5)

Prerequisite: Art 102, 103, 131.

Theory and fundamentals of photography as an art form to include composing, developing, and printing black and white photographs. Quarterly.

371 Sculpture: Modeling (5-V-5)

Prerequisite: Art 103 or permission of instructor. Fundamentals of shaping with pliable material. Based on the figure. Winter.

372 Sculpture: Carving (5-V-5)

Prerequisite: Art 103 or permission of instructor. Basic experiences with subtractive methods working from softer to harder material using simple carving tools. Spring.

381 Crafts I: General Survey (5-V-5)

Introduction to basic crafts: textiles, cast jewelry, leathercraft, and other constructive and decorative media. To be arranged.

382 Crafts II: Jewelry and Metalcraft (5-V-5)

Designing and construction of metalcraft products for quality. To be arranged.

395A Experiencing the Arts (1-V-1)

Attendance at a choice of college and community arts programs including vocal and instrumental music, art exhibits, drama and opera. Seminar discussions will prepare and guide enjoyment and understanding. Open to all students. Fall, Winter, Spring.

395B Experiencing the Arts (1-V-2)

Same as ART 395A but with the addition of a research paper.

411 Art History: American (5-V-5)

No prerequisite.

Survey of American painting, sculpture, and architecture from colonial times to the present. To be arranged.

412 Art History: Primitive (5-V-5)

No prerequisite.

Survey of native arts of Africa, Oceania, Australia, and the Americas. To be arranged.

413 Art History: Eastern (5-V-5)

No prerequisite.

A survey of paintings, sculpture, and architecture of Japan, China, and India. To be arranged.

421, 422, 423 Major Project (5-V-5)

Prerequisite: Permission of instructor.

Individual advanced work with direction and approval of instructor. To be arranged.

424, 425, 426 Ceramics IV, V, VI (5-V-5)

Prerequisite: Art 324.

Continuation of Ceramics III with emphasis on various processes related to personalized expression. To be arranged.

431 Drawing IV (5-V-5)

Prerequisite: Art 231 and 331, or permission of instructor.

Continuation of Drawing with emphasis on personalized expression. Winter and Spring.

442, 443, 444 Painting III, IV, V (5-V-5)

Prerequisite: Art 341 or permission of instructor.

Continuation of painting with emphasis on personal conceptual growth and technique development. Winter, Spring.

472 Sculpture: Casting (5-V-5)

Prerequisite: Art 103 or permission of instructor.

Introduction to the substitution method of sculpture, including making molds for casting in clay, plaster, and metal. Fall.

490 Cullum Lecture Series (5-V-5)

Interdisciplinary seminar of foreign cultures. The student will be expected to choose and execute a project in his/her discipline. Spring.

495 Selected Topics, I, II, III (Variable)

Prerequisite: Permission of instructor.

Reserved for special study of techniques and media not normally contained in course work. To be arranged.

496 Undergraduate Internship (1-15)

An internship is a service-learning experience based in an institution or agency emphasizing the completion of a specific task and the acquisition of specific skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

498 Senior Seminar (5-V-5)
 Prerequisite: Art 311, 312, 313 or permission of instructor.
 Required of all art major degree candidates. Study and analysis of contemporary art theory, practices, trends, and criticism. Winter.

Biology (BIO)

101 Biology I (4-2-5)
 The unifying concepts of the biotic world including molecular and cell biology, physiology, metabolism, genetics, evolution, and ecology are integrated and presented in Biology 101 and 102. These two courses are designed to meet the science requirement for the non-biology major and are prerequisite to other courses in the biology major programs. Quarterly.

102 Biology II (4-2-5)
 Prerequisite: BIO 101.
 A continuation of Biology 101. Quarterly.

111 Human Anatomy And Physiology I (4-3-5)
 An introduction to basic physical and chemical principles necessary for understanding human physiology. A study of cellular and tissue levels of organization, followed by a systematic study of the skeletal, muscular, nervous, and sense organs. Fall, Winter, Summer.

112 Human Anatomy And Physiology II (4-3-5)
 Prerequisite: BIO 111.
 A continuation of the survey of body systems begun in BIO 111, dealing with the circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems and their interrelationships. Winter, Spring, Summer.

305 Environment and Man (5-0-5)
 Prerequisite: BIO 102 or permission of instructor.
 A balanced treatment of such contemporary problems as air and water pollution, biocides, urban planning, population control, and the energy crisis. Winter every third year.

311 Introductory Microbiology (3-4-5)
 Prerequisite: BIO 102 or 112.
 Principles of microbiology, including basic morphology, classification, reproduction, molecular biology, immunology, and relation of microorganisms to human welfare. Most of the laboratories will deal with techniques related to medical microbiology. Fall, Spring.

314 Principles of Physiology (4-3-5)
 Prerequisites: BIO 102, CHM 341.
 A detailed study of the physiological control mechanisms. Particular emphasis is given to human homeostasis. Fall, every third year.

315 Histology (4-3-5)
 Prerequisite: BIO 102.
 A detailed study of the four basic tissue types and their organization in the vertebrate body. Laboratory emphasis is given to morphological detail using prepared slide material. Spring, even years.

317 Endocrine Physiology (5-0-5)
 Prerequisites: BIO 102, CHM 341, or permission of the instructor.
 The endocrine system is treated systematically, beginning with such basic concepts as properties of hormones and methods of endocrine study, and continuing with the development of detailed topics such as hypothalamic-hypophyseal control and the mechanism of hormonal action. Fall, odd years.

330 Invertebrate Zoology (3-4-5)
 Prerequisite: BIO 102
 A treatment of the morphology, physiology, and life histories of representative invertebrates with emphasis on taxonomy and systematics. Fall, Spring.

331 Vertebrate Zoology (4-3-5)
 Prerequisite: BIO 102
 An examination of the classes of the vertebrates with special emphasis on their origin and evolution, physiology, anatomy, life histories, behavior, and taxonomy. Winter.

332 Plant Systematics (3-6-5)
 Prerequisite: BIO 102
 A general survey of the principles of the taxonomy of vascular plants, emphasizing evolutionary relationships and economic uses. Identification of local vascular plants. Fall or Spring every other year.

334 Plant Morphology (3-4-5)
 Prerequisite: BIO 102
 This course will emphasize a comparative approach in studying the divisions of the plant kingdom. The importance of life cycles, developmental sequences, environmental adaptations, the fossil record, and evolutionary relationships will be stressed. Fall or Spring every other year.

336 Plant Physiology (3-4-5)
 Prerequisite: BIO 102
 Life processes of plant including water relations, synthesis and use of foods, and growth phenomena. Fall or Spring every other year.

BIO

340 Embryology (4-3-5)

Prerequisite: BIO 330, 331 and either 332 or 334 or 336

A descriptive and experimental approach to ontogeny with consideration of differentiation, morphogenesis, and growth. Emphasis is placed upon chick and human development. Winter odd years.

342 Principles of Ecology (4-3-5)

Prerequisites: BIO 330, 331, either 332 or 334 or 336, and CHM 122

The study of the relationships between plants, animals, and their environment. Major emphasis is placed upon the concept of the ecosystem, its structure, function, maintenance, and evolution. Spring.

346 Comparative Vertebrate Anatomy (3-4-5)

Prerequisite: BIO 331

A systematic survey of the morphology of chordates with emphasis on phylogenetic relationships among the major classes. Winter or Spring every third year.

350 Human Heredity (5-0-5)

Prerequisite: BIO 102 or 112

Introduction to the principles of genetics and to inheritance in man. Designed for the non-biology major. Lecture and demonstrations. Winter, every other year.

351 Human Physiology (5-0-5)

Prerequisite: BIO 102

An introduction to the functions of the human body systems. Designed for the non-biology major. Lecture and demonstrations. Spring, every other year.

401 Cell and Molecular Biology (4-3-5)

Prerequisites: BIO 330, 331, either 332 or 334 or 336, and CHM 122.

A study of the biochemical composition, structure, metabolism, and regulatory mechanisms at the cellular level of organization. Fall.

402 Genetics (4-3-5)

Prerequisites: BIO 102, CHM 122, and one of the following: 330, 331, 332, 334, 336; or permission of the instructor

A treatment of both classical and molecular aspects of the mechanism of inheritance with emphasis on current molecular research. Emphasis on the laboratory will be divided equally between bacteria and *Drosophila*.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's

ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussion, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics* (Variable)

Prerequisites: BIO 102 and permission of the instructor

Designed to treat specialized areas of biology not in the normal curriculum. Topics covered include animal behavior, aquatic biology, biology and society, economic botany, general parasitology, herpetology, histological techniques (3), ichthyology, introduction to dentistry (2), invertebrate paleontology, marine biology, ornithology, plant anatomy, and principles of evolution. Quarterly.

498 Seminar* (2-0-2)

Prerequisite: 30 hours of biological science.

Special topics in current advances in the field of biological sciences. Two one-hour periods a week for presentation and discussion. Required of all biology majors. Winter, Spring.

499 Undergraduate Research* (Variable)

Prerequisites: 30 hours of biological science and permission of the department chairman.

No more than 5 hours may be counted toward graduation requirements. Assigned research problems. Hours by arrangement. Quarterly.

Broadcast-Film (BCF)

305 Radio Broadcasting (5-0-5)

Radio station broadcasting: students will produce and, where applicable, perform recorded and live programs. The Augusta College radio station will provide station experience for participants.

310 Introduction to Television Production (5-0-5)

The elements of television production, with emphasis on use of the camera, lighting, and basic editing procedures.

320 Scriptwriting for Broadcast and Film (5-0-5)

Writing of scripts for dramatic and documentary radio, film, and television productions.

325 Film Appreciation (5-0-5)

A study of American "popular" film during the modern era, with specific emphasis on genres such as Western, Adventure, Crime/Suspense, Romantic Comedy, and Horror films.

330 Introduction to Film History and Theory (5-0-5)

A study of the history and technique of the motion picture, with concentration upon the achievements of selected major figures.

335 Introduction to Film-making. (5-0-5)

A study of the elements of film-making, including the use of motion picture and editing equipment.

340 Audiovisual Materials and Methods (5-0-5)

Prerequisite: Sophomore standing. A study of perception, communication, and learning theory to include a review of the research in the design of audiovisual materials. The basic skills of photography, graphics, and audio production will be taught.

410 Advanced Television Production (5-0-5)

Prerequisite: BCF 310 or permission of the instructor. In-depth study of television production: students will produce and edit professional-level video productions incorporating studio and ENG equipment.

435 Advanced Film-making (5-0-5)

Prerequisite: BCF 335 or permission of the instructor. In-depth study of film-making: students will use advanced production techniques for both single- and double-system film-making.

495 Special Topics (5-0-5)

Prerequisite: permission of the instructor. Courses offered when demand warrants on topics such as Film and Television Graphics, Audio Production Techniques, etc.

496 Internship (Variable)

Prerequisite: permission of the instructor. In-service learning in radio, television, or film.

Chemistry (CHM)

Chemistry 105 and 106 will satisfy the college requirements for a ten-hour sequence of laboratory science.

A student with advanced training in chemistry may exempt certain chemistry courses by special examinations. A satisfactory grade on such examinations will enable the student to receive credit hours compatible with the exam upon satisfactory completion of the next higher numbered chemistry course. Those students who think they may be prepared for these examinations are urged to contact the chair-

man of the Department of Chemistry and Physics for further information.

105 Basic Chemistry (4-3-5)

A general survey of the principles of chemistry with less mathematical rigor than in the CHM 121 and 122 courses. Many of the topics of CHM 121 and 122 will be covered with emphasis on practice rather than on theory. Quarterly.

106 Basic Organic Chemistry And Biochemistry (4-2-5)

Prerequisite: CHM 105.

Fundamental elements of organic chemistry and biochemistry, emphasizing biochemical changes taking place in life processes. Spring.

121 General Chemistry I (4-3-5)

Prerequisite: MAT 107 or equivalent. (A grade of C or better)

A study of basic chemical principles, theories, and laws. The course includes the study of gas laws, atomic structure, chemical bonds, molecular orbitals, colligative properties of solutions, gaseous, liquid, and solid states, and solution concentrations. Quarterly.

122 General Chemistry II (4-3-5)

Prerequisite: CHM 121. (A grade of C or better). A continuation of CHM 121 and includes the study of kinetics, equilibrium, chemical thermodynamics, electrochemistry, and descriptive chemistry. Winter, Spring, Summer.

123 Introductory Analytical Chemistry (3-6-5)

Prerequisite: CHM 122. (A grade of C or better), MAT 115. A continuation of CHM 122 and includes ionic equilibria, pH, buffers, solubility products, and hydrolysis. The laboratory includes separation and identification principles and practices for common cations as well as introductory quantitative analysis. A non-compulsory problem session one day per week is normally scheduled. Spring, Fall.

281 Quantitative Inorganic Analysis (3-8-6)

Prerequisite: CHM 123. (A grade of C or better). The theories, principles, and practices of volumetric, gravimetric, and elementary instrumental analysis. Summer, Fall.

341 Organic Chemistry I (4-4-6)

Prerequisite: CHM 122; (A grade of C or better). A systematic study of the composition, nomenclature, preparations, and reactions of compounds of carbon. Reaction mechanisms will be introduced. Fall, Winter.

CHM

342 Organic Chemistry II (4-4-6)

Prerequisite: CHM 341 a grade of C or better; Concurrent registration in PSC 398 required. A continuation of CHM 341. Winter, Spring.

343 Organic Chemistry III (3-6-6)

Prerequisite: CHM 342; Concurrent registration in PSC 398 required.

A continuation of CHM 341 and 342 with laboratory preparations which are longer and more involved. Spring.

371 General Physical Chemistry (5-0-5)

Prerequisites: CHM 281, 342, MAT 201; Concurrent registration in PSC 398 required.

An introduction to thermodynamics, kinetics, atomic and molecular structure, and related topics. Not a substitute for CHM 372. Spring.

372 Physical Chemistry I: Thermodynamics (4-4-6)

Prerequisites: CHM 281, 342, MAT 203, PCS 212, 213; Concurrent registration in PSC 398 required.

A study of gases, first, second, and third laws of thermodynamics, thermochemistry, chemical equilibria, and electromotive force. Annually.

373 Physical Chemistry II: Dynamics (4-4-6)

Prerequisites: CHM 281, 342, MAT 203, PCS 212, 213; Concurrent registration in PSC 398 required.

A study of kinetic theory, chemical kinetics, phase equilibria, solutions of non-electrolytes, solutions of electrolytes, heterogeneous equilibria, electromotive force. Annually.

374 Physical Chemistry III: Quantum Chemistry (4-4-6)

Prerequisites: CHM 281, 342, MAT 302 or permission of instructor, PCS 212, 213; Concurrent registration in PSC 398 required.

A study of quantum theory, wave mechanics, molecular symmetry and bonding, molecular spectroscopy. Annually.

395 Chemical Techniques/Topics (Variable)

Prerequisite: Permission of the instructor.

A study of advanced chemical techniques and/or topics of interest to advanced students. May be repeated for credit. To be arranged.

421 Inorganic Chemistry* (5-0-5)

Prerequisite: Permission of instructor; Corequisite: PSC 398.

An introduction to the concepts and chemical systems of inorganic chemistry, including the periodic table, atomic structure, bonding, isomerism, and coordination compounds. Annually.

441 Organic Qualitative Analysis* (3-9-6)

Prerequisites: CHM 281 and 342; Concurrent registration in PSC 398 required.

The identification of organic compounds. Annually.

451 Modern Biochemistry (5-0-5)

Prerequisites: CHM 123, CHM 342, or permission of instructor; Concurrent registration in PSC 398 required.

Modern concepts in the chemistry of living systems. Fundamental principles of chemistry will be employed to provide a comprehensive understanding of amino acids, proteins, enzymes, lipids, carbohydrates, and nucleic acids, and their roles in protein and nucleic acid biosynthesis, carbohydrate metabolism, oxidative phosphorylation, and photosynthesis. Annually.

481 Instrumental Analysis* (3-8-6)

Prerequisite: permission of instructor; Concurrent registration in PSC 398 required.

The theory and application of modern optical and electrical instruments in the processes of analytical, physical, and organic chemistry. Annually.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics* (Variable)

Prerequisite: Permission of instructor.

Modern concepts in special areas of chemistry. May be repeated for credit. To be arranged.

496 Undergraduate Internship (Not applicable to major or minor) (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

499 Undergraduate Research (Variable)

Prerequisite: Permission of department chairman. Modern chemical research. A minimum of three hours work per week for each quarter hour credit. May be repeated for credit. May not count as a 400-level course required for graduation. To be arranged.

Communications (COM)

Note: Courses in Broadcast/Film, Drama, Journalism, and Speech are listed alphabetically.

200 Introduction to Communications

(5-0-5)

A survey, both theoretical and practical, of methods we use to communicate with one another. The course will include discussions of speech, non-verbal communication, graphics, print, broadcasting, and film.

201 Mass Media and Society

(5-0-5)

A study of the history, organization, economics, control, and effects of mass communication in the United States; the course includes consideration of newspapers, books, magazines, comics, radio, television, and film, and their effects on society.

300 Media Law and Ethics

(5-0-5)

A broad application of the principles of law and ethics to the mass communications media, media practice, advertising, freedom of information, libel, contempt of court, copyright, privacy, and self/professional censorship. Required of all communication majors except for those following the speech/drama track.

Computer Science (CSC)

235 Introduction to Computers and Programming

(4-2-5)

Prerequisite: MAT 107 or equivalent.

The nature of computers and computing, computer hardware and software systems, and the use of computers in the solution of problems. Emphasis on algorithm development and programming in Basic. Exposure to other high level languages. Programming assignments. (Not to be counted toward a major or minor in computer science. Quarterly.

244 Principles of Computer Programming

(4-2-5)

Prerequisite: MAT 115 or MAT 122 (Grade of C or better).

An introduction to the principles of computer programming with emphasis on problem-solving methods which lead to the construction of correct, well-structured programs. Other topics include an introduction to data representation and computer systems organization, simple data types and control structures, procedures and functions, and structured data types. Programming assignments in Pascal. Quarterly.

245 File Processing

(4-2-5)

Prerequisite: CSC 244.

Computers and their use in information processing. Specific emphasis on file processing techniques. Other topics include: file organization, file processing environment, sequential, indexed and direct access. Quarterly.

254 Principles of Computer Programming II

(4-2-5)

Prerequisite: CSC 244.

A continuation of the study of problem-solving methods and algorithm development. Topics include introduction to data structures and their implementation, records and input/output processes, advanced algorithm development and programming assignments in Pascal. The emphasis of the course is on the techniques of algorithm development and programming style. Quarterly.

295 Selected Topics

(Variable)

Prerequisite: Permission of instructor.

Modern concepts in special areas of computer science. To be arranged.

301 Software Design

(5-0-5)

Prerequisite: CSC 245, CSC 254; corequisite MAT 303 or permission of instructor.

A study of program and computer system morphology and the software metrics used to select among alternative structures and organizations. Topics include: program engineering, structured design techniques, program simplicity measurements, module coupling and cohesion, homologous and incremental structures, and top-down implementation. Winter.

351 Assembly Language Programming

(3-2-5)

Prerequisite: CSC 254; corequisite MAT 303.

Computer structure, machine language, instruction execution, addressing techniques, and digital representation of data. Symbolic coding and assembly systems, macro definition and generation, and program segmentation and linkage. Systems and utility programs, and programming techniques. Programming assignments to illustrate machine structure and programming techniques. Fall, Spring.

355 Programming Languages

(5-0-5)

Prerequisite: CSC 245, CSC 254; corequisite MAT 303.

A comparative study of programming languages to prepare the student to learn and evaluate such languages. Programming assignments in several languages to illustrate features of the languages. Winter, even years.

CSC

361 Data Structures (5-0-5)

Prerequisite: CSC 254 and MAT 303.

A study of the techniques for the representation and manipulation of structured data within a digital computer. Programming assignments illustrating a variety of data structures. Fall.

371 Computer Organization (4-2-5)

Prerequisites: CSC 254 and MAT 303; corequisite CSC 351.

Basic logic design, internal data representation, and computer architecture. A study of a small simple computer system to illustrate basic concepts. Fall, Spring.

401 Structured Analysis and Design Specifications (5-0-5)

Prerequisite: CSC 301 and senior status.

A study of the structured analysis techniques. Case studies in analyzing and describing computer based systems. Topics include functional decomposition, process specification, data dictionaries for the analytical phase, system modeling, system implementation, and system maintenance. Spring.

411 Compiler Writing (4-2-5)

Prerequisite: CSC 351 and 361.

An examination of compiler techniques used in generating machine language code. Topics covered include scanning and parsing, code generation, optimization, and error recovery. Programming projects in compiler construction. Winter, odd years.

441 Introduction to Automata Theory (5-0-5)

Prerequisite: CSC 244, MAT 303, and junior standing.

A study of finite state automata and formal languages. Topics include: finite automata, regular expressions and sets, context-free grammars and languages, and Turing machines. Fall, even years.

451 Computer Systems I (5-0-5)

Prerequisite: CSC 351 and 371.

A basic study of computer architecture and operating systems. Topics include instruction sets, I/O and interrupt structure, addressing schemes, microprogramming, procedure implementation, memory management, system structure and evaluation and recovery procedures. Winter.

452 Computer Systems II (5-0-5)

Prerequisite: CSC 451.

A continuation of the study of computer architecture and operating systems. Topics include concurrent processes, name management, re-

source allocation, protection, and advanced architecture and operating systems implementations. Spring, even years.

461 Algorithm Analysis (5-0-5)

Prerequisites: MAT 203 and CSC 361.

Techniques of design and analysis of efficient algorithms, including those for the manipulation of data structures, sorting, searching, performing arithmetic operations, and pattern matching. Spring, odd years.

466 Data Base Management (4-2-5)

Prerequisites: CSC 245 and CSC 361.

A study of the logical and physical structures used in large data bases. Case studies of current data base management systems. Programming assignments. Fall, odd years.

495 Selected Topics (Variable)

Prerequisite: Permission of instructor.

Modern concepts in special areas of computer science. May be repeated for credit. To be arranged.

496 Undergraduate Internship (1-15)

An internship in a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

499 Undergraduate Research (Variable)

Prerequisite: Permission of department chairman. Individual research in computer science. A minimum of three hours work per week for each quarter hour credit. May be repeated for credit. To be arranged.

Criminal Justice (CJ)

Descriptions of the special courses incorporated in the criminal justice concentration and the associate in arts degree in criminal justice are listed with other courses under the headings SOCIOLOGY, POLITICAL SCIENCE, and PSYCHOLOGY.

Developmental Studies

Credit for these courses is not applicable to degree programs and is not transferable to other institutions.

COS 099 Counseling Seminar (2-0-2)

A course designed to assist those students

who are enrolled in the Developmental Studies program. Emphasis will be placed on self-evaluation through small group discussions. Emphasis will be placed on educational, vocational, and personal awareness and goals. Quarterly.

RDG 098 Basic Reading Skills (2-6-5)

RDG 098 is designed as a first course in reading to meet the needs of students entering college with a deficiency in reading. Emphasis in this course will be placed on basic reading skills.

RDG 099 Developmental Reading (3-4-5)

A course designed for those students who have inadequate reading and study skills to enter regular freshman college classes. Emphasis will be placed on diagnostic and prescriptive development of reading skills and techniques and study skills necessary for successful academic achievement at Augusta College. Instruction will be individualized and tailored to meet each student's needs so that a desirable balance between success and challenge will be maintained. Quarterly.

ENG 098 Developmental English I (5-0-5)

This course gives the student instruction and practice in writing sentences, structuring paragraphs, and building vocabulary. The course includes intensive writing practice, verbal and written analyses of reading exercises, individually assigned laboratory work, and frequent conferences with the instructor.

ENG 099 Developmental English II (5-0-5)

This course gives the student instruction and practice in writing essays. It includes writing practice, verbal and written analysis of both professional and student essays, individually assigned lab work, and frequent conferences with the instructor. Quarterly.

MAT 098 Developmental Mathematics I (5-2-5)

A course designed for those students who are not sufficiently prepared to enter regular freshman mathematics courses. Emphasis is on the usual topics associated with beginning algebra. Quarterly.

MAT 099 Developmental Mathematics II (5-2-5)

Prerequisite: MAT 098 or satisfactory score on mathematics placement test.

A course designed for those students who have insufficient background to enter regular freshman mathematics classes. Emphasis will be placed on the development of certain skills in arithmetic and the usual topics associated with beginning and intermediate algebra. Credit for

this course is not applicable to degree programs and is not transferable to other institutions. Quarterly.

Drama (DRA)

250 Theatre Performance (Variable)

Prerequisite: permission of instructor.

Participation as an actor in an A. C. Theatre production. May be repeated up to three times.

251 Theatre Production (Variable)

Prerequisite: permission of the instructor.

Participation as a crew member in an A. C. Theatre production. May be repeated up to three times.

300 Introduction to Theatre (5-0-5)

An introduction to the theory and practice of the theatre, examining both plays and performance.

301 History of the Theatre (5-0-5)

Prerequisite: DRA 300 or permission of instructor. A survey of the western theatre, relating plays to the conditions of the stage.

321 Fundamentals of Acting (5-0-5)

An introduction to the craft of the actor, including voice, movement, emotional sensitivity, improvisation, and scene study.

351 Fundamentals of Technical Theatre (5-0-5)

Prerequisite: DRA 300 or permission of instructor.

A survey of the techniques for designing, building, painting, costuming, and managing a production.

401 Stage and Studio Performance (5-0-5)

Prerequisite: DRA 321 and BCF 305 or 310 or 335, or permission of instructor.

A practical course in directing and performing in productions for the stage, radio, television, and film. Includes work on conceptualizing, casting, organizing, rehearsing, and performing for audiences, the microphone, and the camera.

495 Selected Topics (Variable)

Prerequisite: permission of the instructor.

A directed theatre project such as lighting a production for stage or studio, designing a set, directing a production, or participating in a seminar on a particular topic.

496 Internship (Variable)

Prerequisite: permission of instructor.

In-service learning experience in drama.

ENG

Drawing, Engineering (DRW)

170 Introduction to Visual Communication And Engineering Design I (2-3-3)

Introduction to the theory of design, application of the problem-solving process, introduction to projection theory, sketching, and pictorial communication. Spring, odd years.

English (ENG)

See page 133 for Developmental Studies 098 and 099, Developmental English.

051 Critical Reading (5-0-5)

Prerequisites: English 101 and 102.
Instruction in analyzing expository, argumentative, and narrative writing. The course endeavors to increase the students' vocabulary, to enhance their ability to understand figurative language, and to teach them to make sound inferences.

052 Expository Writing (5-0-5)

Prerequisites: English 101 and 102.
Instruction in composing expository and argumentative essays. The course emphasizes organization, development, and coherence.

101 College Composition I (5-0-5)

Instruction in reading and writing essays. The course emphasizes critical thinking, coherent development of ideas, and clarity of expression.

102 College Composition II (5-0-5)

Prerequisite: English 101, with grade of C or better.

Further instruction in the principles of good writing; introduction to drama, fiction, and poetry; techniques of writing the research paper.

111 Honors Freshman English (5-V-10)

Admission only by invitation of the department. The course combines the work of English 101-102.

ENG 101-102 or 111 is Prerequisite for ENG 271; ENG 101-102 or 111 and HUM 221-222-323 are prerequisites for 300 and 400 series courses.

271 Report Writing (5-0-5)

The techniques of exposition applied to letters and memoranda and to business and technical reports.

295 Selected Topics (Variable)

A study of various literary movements, developments and genres of interest to the lower-division undergraduate student.

311 Creative Writing (5-0-5)

Study and application of the techniques of fiction, poetry, and drama.

313 Black Literature (5-0-5)

A survey of Afro-American literature from the early slave narratives to the present. Emphasis is placed on the writings of Wright, Baldwin, and Ellison.

351 American Literature to The Rise Of Realism (5-0-5)

The major writers to 1860, with special emphasis on Poe, Hawthorne, and Melville.

355 American Literature Since the Rise of Realism (5-0-5)

The major writers since 1860, with special emphasis on Twain, James, Dickinson, and Eliot.

361 Anglo-Saxon and Middle English Literature (5-0-5)

A survey of English Medieval Literature: the major genres and works of the period from Beowulf through Malory.

362 English Literature from Renaissance to Restoration (5-0-5)

A survey of English literature from 1485 to the Restoration.

363 English Literature from the Restoration to the Romantics (5-0-5)

A survey of English literature from the Restoration to 1830.

364 English Literature of the Victorian and Modern Periods (5-0-5)

A survey of English literature from 1830 to 1945.

401 Children's Literature (5-0-5)

A survey of literature for children, including poetry, picture-books, fairy tales, myths and legends, and novels.

402 Literature for Adolescents (5-0-5)

Designed for teachers in the middle grades and high school. A survey of types of literature read primarily by adolescents. (This course does not count toward the English major.)

403 Teaching Composition to Children (5-0-5)

A study of methods of teaching written composition to children; the course will emphasize composition in the middle school. (This course does not count toward the English major.)

404 Advanced Writing (5-0-5)

Practice in various types of writing appropriate to the academic and career interests of the student.

405 The Rise of the English Novel* (5-0-5)

A survey of major eighteenth- and early nineteenth-century British novelists, with emphasis on Defoe, Richardson, Fielding, Sterne, and Austen.

407 The English Novel from Scott to Hardy* (5-0-5)

A survey of the Victorian novel with emphasis on the novels of Scott, Emily Bronte, Thackeray, Dickens, Eliot, and Hardy.

410 The Modern British Novel* (5-0-5)

A study of several modern British novels, with emphasis on works by Conrad, Woolf, Lawrence, Forster, Greene, and Joyce.

415 The American Novel Through Henry James* (5-0-5)

A study of the American novel in the 19th-century, including works by Cooper, Hawthorne, Melville, Twain, Crane, and James.

420 The Modern American Novel* (5-0-5)

A study of several major American novels written since World War I, including works by such novelists as Hemingway, Fitzgerald, Faulkner, West, and Bellow.

430 Modern Drama* (5-0-5)

A survey of major European and American dramatists, including Ibsen, Shaw, Chekhov, Yeats, O'Neill, Sartre, Brecht, Miller, and Williams.

435 Modern Poetry* (5-0-5)

A study of the major movements in English and American poetry from World War I to the present. Emphasis is placed on Eliot, Yeats, Pound, Frost, and Auden.

450 Chaucer* (5-0-5)

Troilus and Criseyde, *The Canterbury Tales*, and some minor poems.

455 Shakespeare* (5-0-5)

The major histories, comedies, and tragedies; the Elizabethan theatre.

460 Milton* (5-0-5)

The major and minor poems and selected prose.

470 Literary Criticism* (5-0-5)

The major critics from Aristotle to the present, with emphasis on the development of various twentieth-century critical positions.

475 Teaching High School English (5-0-5)

A consideration of the problems involved in teaching language, literature, grammar, and composition at the high school level.

480 Introduction to Linguistics (5-0-5)

The fundamentals of descriptive and structural linguistics; phonemes and phonemic transcription; morphology and syntax; and transformational grammar.

485 History of the English Language (5-0-5)

Anglo-Saxon to the present.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics* (5-0-5)

Prerequisite: Permission of the instructor. Seminar in a particular subject or movement, often conducted on an interdisciplinary basis.

496 Undergraduate Internship (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

499 Undergraduate Research (Variable)

Prerequisite: Permission of the instructor. Research into a specific topic under the close direction of the supervising instructor. Emphasis will be placed on the student's learning research techniques. To be arranged.

French (FR)

105 Practical French (5-1-5)

No prerequisite.

A beginning course in conversational French, based on various practical, everyday situations. This course is designed primarily for business administration students and is not intended to fulfill normal language requirements. Fall.

GGY

111 Elementary French (5-1-5)
Fundamentals of listening, speaking, reading, and writing French. Fall.

112 Elementary French (5-1-5)
Prerequisite: FR 111 or equivalent.
Continuation of FR 111. Winter.

201 Intermediate French I (5-1-5)
Prerequisite: FR 111-112 or two units of high school French.
Review of French grammar; reading and translation of various types of French literature. Emphasis on oral expression and aural comprehension. Spring.

202 Intermediate French II (5-0-5)
Prerequisite: FR 201 or equivalent.
A continuation of French 201. Fall.
Note: The above courses, FR 201 and 202, are considered service courses and are not to be included in the 20 hours required for a minor in French.

311 Conversational French (Variable)
Prerequisite: FR 201-202 or equivalent.
A course designed to promote the student's ability to express himself correctly in spoken and written French; emphasis on conversation and composition.

Study Abroad (V, 1-15)
(See course numbers under International Inter-cultural Studies.) Prerequisites: FR 211 and junior or senior standing.
The study of French language and culture in a native environment. Designed specifically for students participating in the University System of Georgia Study Abroad Program. To be arranged.

495 Selected Topics (Variable)
Prerequisites: Senior standing and permission of the department chairman.
A variable-content course, intended to meet the interest of senior students to make an intensive study of some special areas of French language or literature. May be repeated for credit. To be arranged.

Geography (GGY)

101 Physical Geography (5-0-5)
A survey of physical geography. Spring.

Geology (GLY)

101 Physical Geology (3-4-5)
Study of minerals and rocks; fundamentals of

earth structure and processes including vulcanism, mountain-building, erosion, sedimentation, metamorphism. Laboratory includes study of common minerals and rocks, interpretation of geologic maps and cross-sections.

102 Historical Geology (3-4-5)
Prerequisite: GLY 101 or permission of instructor.
A study of geologic principles applicable to earth history. Includes basic stratigraphy and paleontology, and survey of geological and biological events during earth development. Survey geologic time periods.

German (GER)

105 Practical German (5-1-5)
No Prerequisite.
A beginning course in conversational German, based on various practical, everyday situations. This course is designed primarily for business administration students and is not intended to fulfill normal language requirements. Winter.

111 Elementary German (5-1-5)
Fundamentals of listening, speaking, reading and writing German. Fall.

112 Elementary German II (5-1-5)
Prerequisite: GER 111 or equivalent.
Continuation of GER 111. Winter.

201 Intermediate German I (5-1-5)
Prerequisite: GER 111-112 or two units of high school German.
Review of German grammar, reading, and translation of various types of German. Emphasis on oral expression and aural comprehension. Spring.

202 Intermediate German II (5-0-5)
Prerequisite: GER 201.
A continuation of German 201. Fall.

311 Conversational German (5-0-5)
Prerequisite: GER 201-202 or equivalent.
A course designed to promote the student's ability to express himself correctly in spoken German.

315 Reading German (5-0-5)
No prerequisite.
A reading knowledge of German in a variety of fields. Winter.

Study Abroad (V, 1-15)
(See course numbers under International Inter-cultural Studies.) Prerequisites: GER 211 and junior or senior standing.
The study of German language and culture in a native environment. Designed specifically for students participating in the University System

of Georgia Study Abroad Program. To be arranged.

495 Selected Topics (Variable)

Prerequisites: Junior or senior standing and permission of the department chairman.

A variable content course, intended to meet the interests of students minoring in German and desiring to study some special area of German language or literature. May be repeated for credit. To be arranged.

History (HIS)

All students receiving a baccalaureate from Augusta College are required to present credits in HIS 211 or 212. Transfer students from outside the state may present the equivalent of HIS 211 or 212 and, in addition, HIS 479, or pass the exemption examination in Georgia History.

Unless otherwise indicated, junior or senior level standing or permission of the instructor is required for all 300 and 400-level course offerings.

115 Western Civilization I (5-0-5)

An introduction to the institutions and ideas that have played a prominent role in the Western World from pre-history to mid-17th century. Quarterly.

116 Western Civilization II (5-0-5)

A continuation of HIS 115 from mid-17th century to the present. Quarterly.

211 American History I: The United States to 1877 (5-0-5)

Satisfies legislative requirements for U.S. History and Georgia History. Quarterly.

212 American History II: The United States Since 1877 (5-0-5)

Satisfies legislative requirements for U.S. History and Georgia History. Quarterly.

311 History of England to 1689 (5-0-5)

Spring.

312 History of England From 1689 to the Present (5-0-5)

To be arranged.

321 Renaissance and Reformation, 1350 to 1648 (5-0-5)

Prerequisite: HIS 115.

To be arranged.

325 Age of Reason and Enlightenment, 1648 to 1789 (5-0-5)

Prerequisite: HIS 115 or equivalent.

European institutions and ideas emphasized. Attention given to the emergence of Russia and Prussia as important states, and the Franco-British struggle for commercial and colonial empires. Winter.

331 French Revolution and Napoleon (5-0-5)

Prerequisites: HIS 115 and 116, or equivalents. Fall.

335 Nineteenth Century Europe (5-0-5)

The rise of nationalism, liberalism, and democracy; the industrialization of society; origins and evolution of socialist thought and action; the progress of science; the "new imperialism" and systems of alliances which preceded WWI. Spring.

337 Twentieth Century Europe (5-0-5)

A history of Europe from the New Imperialism to the present. The main political, social, economic, intellectual, and international movements will be stressed. To be arranged.

357 Military History of the Western World (5-0-5)

Prerequisite: HIS 115 or HIS 116.

A study of the social, political, and economic causes and effects of war by tracing the use of war and the development of its technology in Western history from the Greek period to the 18th Century. Winter.

372 Social and Intellectual History of the United States Since 1870 (5-0-5)

A study of the great ideas which have helped shape our society. This course attempts to pull together the most important theories and discoveries in the humanities and sciences. Winter.

373 United States Diplomatic History to 1898 (5-0-5)

Winter.

374 United States Diplomatic History from 1898 to Present (5-0-5)

Summer.

375 Afro-American History to 1865 (5-0-5)

To be arranged.

376 Afro-American History from 1865 to Present (5-0-5)

Prerequisite: HIS 212 or equivalent. Winter.

HIS

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| <p>381 Colonial Latin America (5-0-5)
Fall.</p> <p>382 Latin America in the 19th and 20th Centuries (5-0-5)
Fall.</p> <p>391 East Asia from Antiquity to 1850 (5-0-5)
Open to upperclassmen. Summer.</p> <p>392 East Asia from 1850 to the Present (5-0-5)
Open to upperclassmen. To be arranged.</p> <p>417 Russian History to 1905* (5-0-5)
Fall.</p> <p>418 Russian History from 1905 to the Present* (5-0-5)
Winter.</p> <p>421 The British Empire and Commonwealth* (5-0-5)
To be arranged.</p> <p>448 History of West Africa* (5-0-5)
A study of the major themes in West African history from A.D. 1000 to the present, with emphasis on the medieval empires, the impact of Islam, cultural and commercial links with Europe, the slave trade, imperialism, the rise of West African nationalism and the restoration of independence. Fall.</p> <p>456 Teaching Secondary Social Studies* (3-0-3)
The course acquaints the student with the objectives of the various disciplines which are concerned with the study of society and deals with their integration and presentation in the secondary school classroom. Winter.</p> <p>457 Military History of the United States* (5-0-5)
Prerequisite: HIS 211 or HIS 212.
A study of the social, political and economic causes and effects of war by tracing the use of war and the development of its technology in the context of the western world in general and in United States history in particular from the 18th century to the present. Winter.</p> <p>471 American Colonial History* (5-0-5)
Fall.</p> <p>473 The United States from Independence to 1850* (5-0-5)
Prerequisite: HIS 211 or equivalent. To be arranged.</p> | <p>475 Civil War and Reconstruction* (5-0-5)
Prerequisite: HIS 211 or equivalent. Fall.</p> <p>476 The New South, 1877 to the Present* (5-0-5)
To be arranged.</p> <p>477 The United States Since the New Deal* (5-0-5)
Fall.</p> <p>479 Georgia History* (5-0-5)
A study of Georgia which focuses on local history and shows the connections with national and world events. The course fills the legislative requirement for Georgia History.</p> <p>481 History of Mexico from Antiquity to the Present* (5-0-5)
Prerequisite: Junior or senior standing. To be arranged.</p> <p>490 Cullum Lecture Series (V,1-5)
A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.</p> <p>495 Selected Topics* (Variable)
Prerequisite: Permission of the department chairman.
Designed primarily for graduating seniors who plan to teach and/or pursue graduate study. May be repeated for credit. To be arranged.</p> <p>496 Undergraduate Internship* (1-15)
An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.</p> <p>499 Undergraduate Research (5-0-5)
For juniors and seniors only. Methods of historical research and various aids, as well as the generally accepted usages in historical composition.</p> |
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Humanities (HUM)

221 Greece and Rome (5-0-5)

Prerequisite: ENG 101-102 or 111.

A study of the ideas and values of the ancient world as they are embodied in the art, music and literature of the Greeks and Romans. Quarterly.

222 Middle Ages to the Age of Reason (5-0-5)

Prerequisite: ENG 101-102 or 111, and HUM 221.

A study of the major intellectual, literary, and esthetic developments in the period between the fall of the Roman Empire and the emergence of Romanticism. Quarterly.

223 The Modern World (5-0-5)

Prerequisites: ENG 101-102 or 111, and HUM 221.

A study of intellectual, literary, and esthetic developments as they appear in major artistic, musical, and literary works of romantic and modern artists. Quarterly.

International Intercultural Studies Program (IIS)

The following course numbers are used to record participation in the programs conducted by the International Intercultural Studies Program of the University System of Georgia. A short descriptive title will be assigned to show the field of study.

295 International Intercultural Studies Program (V, 1-15)

Introductory language and/or civilization abroad. Designed primarily for freshmen and sophomores, or those at the initial stages of a foreign language. An internship may be a component of the course. Credit varies up to 15 quarter credit hours per term.

396 International Intercultural Studies Program (V, 1-15)

Intermediate level of study of language, civilization, business, or science abroad. Designed primarily for juniors and seniors, or those placing at this level. An internship may be a component of the course. Credit varies up to 15 quarter credit hours per term.

497 International Intercultural Studies Program (V, 1-15)

Advanced study of language, civilization, business, or science abroad. Designed primarily for students placing at this level, including post-

graduate or graduate students not concentrating in the discipline for which they seek credit. An internship may be a component of the course. Credit varies up to 15 quarter credit hours per term.

International Studies (IS)

301 International Studies

An introduction to the major factors influencing world affairs with emphasis on the role of the United States. Sources and manifestations of conflict as well as the mechanisms for dealing with world crises will be examined.

Journalism (JRL)

300 Introduction to Journalism (5-0-5)

Survey of basic techniques of journalism: information gathering, newswriting, feature writing, copy editing, advertising, and broadcast journalism.

305 Newswriting (5-0-5)

Prerequisite: JRL 300 or permission of instructor. Study of various news gathering and writing techniques; practical assignments written to a deadline.

310 Feature Writing (5-0-5)

Prerequisite: JRL 300 or permission of instructor. A practical course in writing and marketing various types of feature articles for newspapers, magazines, and other periodicals.

315 Copy Editing and Layout (5-0-5)

Prerequisite: JRL 305 or 310 or permission of instructor.

Study of the purposes and methods of preparing all types of news copy for publication, with the emphasis on thoroughness, economy, and accuracy; analysis of page makeup and headline writing.

350 Broadcast Journalism (5-0-5)

Prerequisite: JRL 305 or 310.

Processing local and wire service news for radio and television; preparing newscasts in radio and television newsrooms.

360 Public Relations Practices (5-0-5)

An introduction to the field of public relations. The course includes a study of the publics served and an evaluation of the effectiveness of public relations campaigns, with concentration on image building.

MAT

370 Advertising Strategy and Campaigns (5-0-5)

An introduction to the history and theory of advertising, including the setting of ad objectives, handling campaigns, and measuring results.

460 Public Opinion and Propaganda (5-0-5)

A study of how public opinion is formed and reinforced through the media. The course will focus on how the media affects society and on how politicians, business people, and special interest groups use the media.

470 Advertising Copywriting (5-0-5)

A study of the principles and practices involved in preparing copy for all media. Students will design projects appropriate for broadcast, print, outdoor, transit, and specialty advertising.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics (5-0-5)

Prerequisite: permission of instructor.

A directed project or class in an advanced journalism topic such as freelancing, community reporting, documentary journalism, reviewing, etc.

496 Internship/Practicum (Variable)

Prerequisite: permission of instructor.

In-service learning experience in electronic or print media.

Latin (LAT)

111 Elementary Latin I (5-0-5)

No prerequisite. Fundamentals of reading and writing Latin.

112 Elementary Latin II (5-0-5)

Prerequisite: Latin 111 or equivalent. Fundamentals of reading and writing Latin.

Mathematics (MAT)

See page 133 for Developmental Studies 098 and 099, Developmental Mathematics.

107 College Algebra (5-0-5)

Prerequisite: Two units of high school algebra. A study of the real number system, exponents, equations and inequalities, relations and functions, systems of linear equations and inequalities, linear programming and matrices. No credit for this course if credit has been earned in MAT 115. Quarterly.

109 Contemporary Mathematics (5-0-5)

Prerequisite: MAT 107.

A study of the nature of and applications of mathematics. Topics include logic and proof techniques, counting and probability, statistics, algorithm development and computers. Supplementary topics chosen from number theory, graph theory, the metric system, or geometry. Fall, Winter, Spring.

115 Precalculus Mathematics (5-0-5)

Prerequisite: MAT 107; (students may enroll in MAT 115 without having completed MAT 107 provided they have two units of high school algebra and one unit of geometry; SAT-M score of 500 or greater and HSA of 2.5 or greater.) A study of the real number system, theory of equations, exponential and logarithmic functions, and trigonometric functions. Quarterly.

122 Calculus With Business Applications (5-0-5)

Prerequisite: MAT 107.

An intuitive approach to the study of differential and integral calculus with applications in economics and management. Quarterly.

201 Calculus and Analytical Geometry I (5-0-5)

Prerequisite: MAT 115 or equivalent.

An introduction to calculus with emphasis on the concept of limits, continuity and derivative of a function, differentiation of algebraic functions, applications of differentiation, introduction to integration. Quarterly.

202 Calculus and Analytical Geometry II (5-0-5)

Prerequisite: MAT 201.

Differentiation and integration of logarithmic, exponential, trigonometric, and hyperbolic functions with applications; techniques of integration, conic sections, polar coordinates, parametric equations. Fall, Winter, Spring.

203 Calculus and Analytical Geometry III (5-0-5)

Prerequisite: MAT 202.

Applications of the definite integral, sequences and series, L'Hospital's rule, improper integrals, vectors. Fall, Winter, Spring.

204 Calculus and Analytical Geometry IV (5-0-5)

Prerequisite: MAT 203.

Vector calculus, partial differentiation with applications, multiple integration with applications. Fall, Spring.

205 Mathematics of Finance (5-0-5)

Prerequisite: MAT 107.

A foundation in arithmetic and algebraic operations. Includes items on income, fundamental statistical methods, simple and compound interest, bank discount, long-term investments. Spring, even years.

221 Elementary Statistics (5-0-5)

Prerequisite: MAT 107 or permission of instructor. Functional and summation notation, frequency distributions, descriptive measures, probability, mathematical expectation, binomial and normal probability distributions, statistical inference, hypothesis testing, simple linear regression and correlation, and the chi square statistic. (Not to be counted toward a mathematics major or minor except for prospective elementary school teachers.) Quarterly.

231 Statistical Methods (3-0-3)

Prerequisite: MAT 221.

Further study of regression and correlation. Study of experimental design, analysis of variance, analysis of covariance, and non-parametric statistics. (Not to be counted toward a mathematics major or minor except for prospective elementary school teachers.) To be arranged.

302 Differential Equations (5-0-5)

Prerequisite: MAT 204 or MAT 203 and permission of instructor.

Ordinary differential equations with applications to topics including mechanics and electricity. A study of methods of solving first order nth-order linear, and simultaneous differential equations. Methods include Laplace transformations and series solutions. Spring.

303 Symbolic Logic and Set Theory (5-0-5)

Prerequisite: MAT 201 or 122.

A study of the logical connectives, the algebra of propositions, quantification, inference and arguments, the algebra of sets, relations and mappings, set-theoretic proofs. Fall and Spring.

321 Modern Abstract Algebra I (5-0-5)

Prerequisite: MAT 303 or permission of instructor. Basic ideas of abstract systems such as operations and bijections. Definition and basic properties of groups. Homomorphisms. Winter.

322 Modern Abstract Algebra II (5-0-5)

Prerequisite: MAT 321.

Definitions and basic properties of rings, fields and integral domains. Construction of number systems. Polynomials. vector spaces, field extensions, elementary Galois theory. Spring.

325 Probability and Statistics I (5-0-5)

Prerequisite: MAT 203.

Probability, mathematical expectation, study of discrete and continuous probability distributions, moment-generating functions, and the central limit theorem. An introduction to sampling distributions, statistical inference, and hypothesis testing. Fall, odd years.

326 Probability and Statistics II (5-0-5)

Prerequisite: MAT 325.

A study of game theory and decision criteria, point and interval estimation, theory and applications of hypothesis testing, non-parametric tests, regression and correlation, analysis of variance, and a general introduction to experimental design. Winter, even years.

331 Theory of Numbers (5-0-5)

Prerequisite: MAT 303 or permission of instructor. Topics included divisibility, primes, finite induction, Diophantine equations, congruences, continued fractions, quadratic residues, and Pell's equation. Winter, odd years.

381 Linear Algebra (5-0-5)

Prerequisite: MAT 303 or permission of instructor. A study of vector spaces with emphasis on finite-dimensional vector spaces, linear transformations, matrices, and linear equations and determinants. Spring, odd years.

401 Mathematical Analysis* (5-0-5)

Prerequisite: MAT 204 and MAT 303 or permission of instructor.

A study of some topology of real numbers, sets, functions, limits, sequences and series of real numbers. Fall, even years.

402 Mathematical Analysis II* (5-0-5)

Prerequisite: MAT 401.

A study of continuous and discontinuous functions on metric spaces, connectedness, compactness, completeness, the Riemann integral, differentiation. Winter, odd years.

425 Fundamental Ideas of Arithmetic for Elementary Teachers (5-0-5)

Prerequisite: MAT 107.

Development of the various number systems, number bases, arithmetic processes, approved methods of introducing arithmetic ideas. (Not to

MAT

be counted toward a major or a minor in mathematics.) Winter.

431 Modern Geometry* (5-0-5)

Prerequisite: MAT 303 or permission of instructor. A modern treatment of geometry primarily from the metric approach but with some reference to the Euclidean synthetic approach. Parallelism, similarity, area, constructions, non-Euclidean and finite geometries. Summer, even years.

435 Numerical Analysis (4-2-5)

Prerequisite: CSC 235 or CSC 244, or permission of the instructor; and MAT 302. A study of the application of computer-oriented techniques to the solution of mathematical problems including such topics as non-linear equations, numerical integration and differentiation, numerical solution of initial value problems in ordinary differential equations. Spring, even years.

441 History of Mathematics (5-0-5)

Prerequisite: MAT 202.

A study of the nature and historical origin of mathematics. Analysis of the concepts of algebra, trigonometry and calculus. Solution of problems pointed toward appreciation of early mathematical developments. Winter, even years.

451 Complex Variables* (5-0-5)

Prerequisite: MAT 204.

A study of the field of complex numbers, elementary functions of a complex variable, limits, derivatives, analytic functions, mapping by elementary functions, integrals, power series, residues and poles. Summer, odd years.

456 Methods of Teaching Secondary Mathematics (3-0-3)

Prerequisite: EDU 456, MAT 321 and 431 or permission of instructor.

A study of the materials and instructional procedures basic to the successful teaching of secondary school mathematics. Emphasis on problem-solving, discovery teaching, evaluation, enrichment. Winter.

481 General Topology* (5-0-5)

Prerequisite: MAT 204 and MAT 303 or permission of instructor.

A systematic survey of the standard topics of general topology with particular emphasis on applications to the space of reals; topological spaces, mappings, compactness, product space, nets and convergence. To be arranged.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's

ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics (Variable)

Prerequisite: Permission of instructor.

Modern concepts in special areas of mathematics. To be arranged.

496 Undergraduate Internship (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

499 Undergraduate Research (Variable)

Prerequisite: Permission of department chairman (for seniors only).

Individual mathematics research. A minimum of three hours per week for each quarter hour credit. To be arranged.

Military Science (MIL)

Basic Course

101 Introduction to Army ROTC (2)

A history of the ROTC program and its development. An overview of the customs, responsibilities, and characteristics of the military officer. Fall, Winter, Summer.

102 CPR and First Aid (2)

A study and practical application of cardiopulmonary resuscitation (CPR) and other first aid measures to be applied in the event of: choking, severe bleeding, shock, bone fractures, burns, drowning, frost bite, heat exhaustion and heat stroke. Winter, Spring, Summer.

103 Marksmanship (2)

The study and practical application of the integrated act of small bore rifle shooting. Rifles used: Winchester 520, .22 caliber, match grade. Fall, Winter, Spring.

104 Survival (2)

A study and practical exercise introducing military techniques used to sustain human life when separated from logistical support in a wilderness environment. Fall, Spring.

201 Basic Map Reading (2)

A study of military map and aerial photograph reading as applied in land navigation by the small unit commander. Fall, Winter, Summer.

202 U.S. Weapons (2)

A study of the characteristics and employment of the basic individual and crew-served weapons in the U.S. Army. Winter, Summer.

203 Soviet Bloc Weapons (2)

An overview of the Soviet threat and Soviet land battle doctrine. A study of the characteristics and employment of the basic individual and crew-served weapons used by the armies of the Soviet Bloc nations. Spring, Summer.

204 Basic Communications (2)

A study of tactical communication procedures and equipment as used by the small unit commander. Includes use of both radio and wire communications. Fall, Winter, Summer.

Advanced Course

MIL 301 Advanced Map Reading and Communications (3)

A study of map reading as applied in land navigation and a study of communications procedures and equipment. Fall.

MIL 302 Tactical Military Leadership and Management (3)

A study of the fundamentals of leadership and the leader's role in directing individuals and small units in offensive and defensive tactics. Includes physical conditioning. Winter.

MIL 303 Military Skills Development (3)

A study of the characteristics of the basic individual and crew-served weapons, adjusting indirect fire, and survival in a nuclear-biological-chemical environment. Includes military skills review and physical conditioning. Must have prior approval of Professor of Military Science for enrollment. Spring.

MIL 304 Undergraduate Internship (5)

Practical exercise in the responsibilities of small unit leadership (Summer Camp). Includes physical conditioning, weapons firing, field training and small unit exercises. Summer.

MIL 401 Command Military Leadership and Management

A study of command responsibilities, military ethics, military writing and a branch orientation. Fall.

MIL 402 Staff Military Leadership and Management

A study of the staff functions and responsibilities of the unit level staffs in: personal management and administration; intelligence; operations and training; logistics; and military justice.

MIL 403 Methods in Instruction (3)

(Selected) practical exercise in the skills of presenting effective military instruction.

Music (MUS)

105 Music Literature (3-V-3)

An introductory survey of music literature presented chronologically and by type. Listening requirements include laboratory and concerts. Open to all students. No prerequisites. Fall.

111, 112 Elementary Music Theory I, II (3-0-3)

Prerequisite: MUS 125 or permission of instructor. The study of rudimental materials of the theory of music including scales, intervals, key signatures, terminology, and diatonic harmony. MUS 111 should be taken concurrently with MUS 126. MUS 112 should be taken concurrently with MUS 127. Winter, Spring.

125, 126, 127 Elementary Ear Training and Sight Singing I, II, III (2-0-1)

A sequence of courses in the fundamentals of music with emphasis upon application to singing at sight and aural melodic and rhythmic dictation. Laboratory format. Must be taken in sequence. MUS 126 should be taken concurrently with MUS 111. MUS 127 should be taken concurrently with MUS 112. Fall, Winter, Spring.

195 Recital Laboratory (0-V-0)

All music majors must register in Music 195 during Fall, Winter, and Spring quarter. Attendance at 80% of all student, junior, senior, and faculty recitals is required in order for the grade to be registered as pass. Music education majors are exempt from this requirement during the quarter which they are enrolled in student teaching. Other exemptions must be approved by the chairman. Graded S and U.

211, 212 Intermediate Music Theory I, II (3-0-3)

Prerequisite: MUS 112, MUS 127. Continuation of first year theory with introduction of sevenths and chromatically altered chords. MUS 112 should be taken concurrently with MUS 316. MUS 113 should be taken concurrently with MUS 317. Fall, Winter.

MUS

225 Music Appreciation (5-0-5)

A survey of musical styles for non-music majors. Emphasis on music in the standard repertoire and on current trends in popular, sacred, and concert music. Summer.

231 Voice Class (2-0-1)

Class singing instruction for students who have not studied voice previously or are at the elementary level. Proper breathing and posture, tone production, vocal technique, and English and Italian diction are stressed. Fall, Winter, Spring.

233 Class Piano (2-0-1)

Elementary keyboard harmony, improvisation and transposition, scales, arpeggios, and selected piano repertory. Basic piano skills. May be repeated for credit. Quarterly.

312 Counterpoint (3-0-3)

Prerequisite: MUS 212.

An eclectic approach to contrapuntal technique utilizing vocal, instrumental, and keyboard styles. Spring.

313, 314 Advanced Music Theory and Counterpoint I, II (3-0-3)

Prerequisite: MUS 212.

A study of contemporary harmonic structures and contrapuntal practices with orchestration. Modal harmony, extended triads, non-tertial sonorities, and introduction to serial technique will be utilized in scoring for instrumental and vocal ensembles up to and including the full orchestra. Fall, Winter.

316, 317, 318 Advanced Ear Training and Sight Singing (2-0-1)

Prerequisite: MUS 127

A sequence of courses in advanced ear training and sight singing including harmonic dictation, advanced rhythmic dictation and keyboard harmonization. Laboratory format. Must be taken in sequence. MUS 316 should be taken concurrently with MUS 211. MUS 317 should be taken concurrently with MUS 212. Fall, Winter, Spring.

321, 322, 323 Music History and Literature (4-1-4)

Prerequisite: Permission of department chairman.

A survey of the development of music from Greek origins to the present, including music of the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Twentieth Century periods. A study of master works in music literature is integrated into the course with additional requirements in listening to live and recorded performances. Fall, Winter, Spring.

334 Italian Diction (2-0-2)

A study of Italian diction as applied to singing. Emphasis on proper pronunciation and singing music in Italian using the international phonetic alphabet.

335 German Diction (2-0-2)

A study of German diction as applied to singing. Emphasis on proper pronunciation and singing music in German using the international phonetic alphabet.

336 French Diction (2-0-2)

A study of French diction as applied to singing. Emphasis on proper pronunciation and singing music in French using the international phonetic alphabet.

351 Kindergarten and Elementary Public School Music (5-0-5)

A course designed to acquaint the classroom teacher with the fundamentals of music and with methods of teaching classroom music. Rote singing, rhythm bands, and materials.

352 Elementary and Middle School Music Methods. 3 hours.

Prerequisite: Permission of the department chairman.

A study of the methods and techniques of teaching music in the elementary and middle schools utilizing the eclectic curricula used in America and emphasizing laboratory experiences. For music education majors.

371 Instrumental Techniques (Brass Methods) (2-0-2)

Prerequisite: Permission of department chairman.

A study of brass instruments conducted as an introduction to the teaching of French horn, trumpet, trombone and tuba, baritone, and cornet, and demonstration of the class teaching methods of these instruments.

372 Instrumental Techniques (Woodwind Methods) (2-0-2)

Prerequisite: Permission of department chairman.

Same as above but applied to flute, oboe, clarinet, bassoon, and saxophone.

373 Instrumental Techniques (String Methods) (2-0-2)

Prerequisite: Permission of department chairman.

Same as above but applied to violin, viola, cello, and bass.

374 Instrumental Techniques (Percussion Methods) (2-0-2)

Prerequisite: Permission of department chairman.

Same as above but applied to bass drum,

snare drum, cymbals, tympani, and other percussion instruments.

375 Choral Methods (3-0-3)

Prerequisite: Permission of department chairman.
A study of choral techniques as applied to public school teaching.

376 Band and Orchestra Methods (3-0-3)

Prerequisite: Permission of department chairman.
A study of the methods of organization, administration, and teaching utilized in the total public school instrumental music program.

381 Contemporary Literature (2-0-2)

Prerequisite: Permission of instructor.
A survey of musical styles and literature in the 20th century.

382 Sacred Music Literature (2-0-2)

Prerequisite: Permission of instructor.
A general survey of the role of music in the worship service based upon Hebraic-Christian tradition.

384 Vocal Literature (2-0-2)

Prerequisite: Permission of instructor.
A study of solo song literature.

395A Experiencing the Arts (1-V-1)

Attendance at a choice of college and community arts programs including vocal and instrumental music, art exhibits, drama, dance, and opera. Seminar discussions will prepare and guide enjoyment and understanding. Open to all students. Fall, Winter, Spring.

395B Experiencing the Arts (1-V-2)

The same as MUS 395A but with the addition of a research paper.

411, 412, 413 Orchestration I, II, III (2-0-2)

A study of the techniques of writing for instruments beginning with small groups and culminating in the full orchestra. Fall, Winter, Spring.

416 Form and Analysis (3-0-3)

Prerequisite: MUS 212
A study of the elements of musical composition through the analysis of selected compositions and the correlation to previous theoretical studies.

461, 462, 463 Conducting I, II, III (2-0-2)

Prerequisite: MUS 212
Basic, intermediate and advanced conducting methods using the baton and hand. Interpretation, score reading and preparation, rehearsal methods for choral and instrumental performing groups.

481 Chamber Music Literature (3-0-3)

Prerequisite: Permission of instructor.
A comprehensive survey of chamber music literature of all media from the 17th through the 20th century.

482 Operatic Literature (3-0-3)

Prerequisite: Permission of instructor.
A study of the development of opera from the 17th century to the present.

483 Symphonic Literature (3-0-3)

Prerequisite: Permission of instructor.
A comprehensive study of major symphonic works from the 18th through the 20th century.

484 Organ Literature (3-0-3)

Prerequisite: Permission of instructor.
A comprehensive survey of major organ works and the history of organ design.

485 Piano Literature (3-0-3)

Prerequisite: Permission of instructor.
An in-depth survey of major solo works for the piano from the 18th through the 20th century.

490 Cullum Lecture Series (V,1-5)

Interdisciplinary seminar on foreign culture. The student will be expected to choose and execute a project in his/her discipline. Spring.

495 Selected Topics (Variable)

Prerequisite: Permission of department chairman.
A study of specific areas of musicology, theory, or music education with emphasis on individual development and preparation for advanced study. Quarterly.

MUS 495B Opera Theatre (2-V-2)

A select group for the study of opera production, singing, movement, and dramatic action with stage diction. Members perform an opera each spring. Winter, Spring.

496 Undergraduate Internship (1-15)

A service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.

Applied Music (MUA)

Applied music (MUA) may be taken for credit or non-credit by a student upon payment of the appropriate fee. Major applied music carries two hours credit for one hour of private instruction per week. Secondary applied music is for those students wishing to acquire a secondary competency on a musical instrument or voice or for non-music majors who wish to begin or

MUS

continue private study of a musical instrument or voice. Secondary applied lessons carry one hour of credit for one-half hour of private instruction per week.

Lower Division — Major Applied Music

141A	Violin	(1-0-2)
141B	Viola	(1-0-2)
141C	Cello	(1-0-2)
141D	Bass	(1-0-2)
141E	Guitar-Major Applied	(1-0-1)
142A	Flute/Piccolo	(1-0-2)
142B	Oboe/English Horn	(1-0-2)
142C	Clarinet	(1-0-2)
142D	Bassoon	(1-0-2)
142E	Saxophone	(1-0-2)
143A	Trumpet	(1-0-2)
143B	Horn	(1-0-2)
143C	Baritone Horn	(1-0-2)
143D	Trombone	(1-0-2)
143E	Tuba	(1-0-2)
144A	Percussion	(1-0-2)
145A	Piano	(1-0-2)
145B	Piano	(1-0-2)
146A	Organ	(1-0-2)
147A	Voice	(1-0-2)
147B	Voice	(1-0-2)
148A	Composition	(1-0-2)
149A	Harpsichord	(1-0-2)
149B	Early Instruments	(1-0-2)
349A	Harpsichord	(1-0-2)
349B	Early Instruments	(1-0-2)

Upper Division — Major Applied Music

341A	Violin	(1-0-2)
341B	Viola	(1-0-2)
341C	Cello	(1-0-2)
341D	Bass	(1-0-2)
341E	Guitar-Major Applied	(1-0-2)
342A	Flute/Piccolo	(1-0-2)
342B	Oboe/English Horn	(1-0-2)
342C	Clarinet	(1-0-2)
342D	Bassoon	(1-0-2)
342E	Saxophone	(1-0-2)
343A	Trumpet	(1-0-2)
343B	Horn	(1-0-2)
343C	Baritone Horn	(1-0-2)
343D	Trombone	(1-0-2)
343E	Tuba	(1-0-2)
344A	Percussion	(1-0-2)
345A	Piano	(1-0-2)
345B	Piano	(1-0-2)
346A	Organ	(1-0-2)
347A	Voice	(1-0-2)
347B	Voice	(1-0-2)
348A	Composition	(1-0-2)
441A	Senior Recital In: Violin	(V-0-3)
441B	Senior Recital In: Viola	(V-0-3)

441C	Senior Recital In: Cello	(V-0-3)
441D	Senior Recital In: Bass	(V-0-3)
441E	Sr. Recital in Guitar	(V-0-3)
442A	Senior Recital In: Flute/ Piccolo	(V-0-3)
442B	Senior Recital In: Oboe/ English Horn	(V-0-3)
442C	Senior Recital In: Clarinet	(V-0-3)
442D	Senior Recital In: Bassoon	(V-0-3)
442E	Senior Recital In: Saxophone	(V-0-3)
443A	Senior Recital In: Trumpet	(V-0-3)
443B	Senior Recital In: Horn	(V-0-3)
443C	Senior Recital In: Baritone Horn	(V-0-3)
443D	Senior Recital In: Trombone	(V-0-3)
443E	Senior Recital In: Tuba	(V-0-3)
444A	Senior Recital In: Percussion	(V-0-3)
445A	Senior Recital In: Piano	(V-0-3)
445B	Senior Recital In: Piano	(V-0-3)
446A	Senior Recital In: Organ	(V-0-3)
447A	Senior Recital In: Voice	(V-0-3)
447B	Senior Recital In: Voice	(V-0-3)
449A	Senior Recital in: Harpsichord	(V-0-3)
449B	Senior Recital in: Early Instruments	(V-0-3)

Secondary Applied Music

151A	Violin	(1/2-0-1)
151B	Viola	(1/2-0-1)
151C	Cello	(1/2-0-1)
151D	Bass	(1/2-0-1)
151E	Guitar-Secondary	(1/2-0-1)
152A	Flute	(1/2-0-1)
152B	Oboe	(1/2-0-1)
152C	Clarinet	(1/2-0-1)
152D	Bassoon	(1/2-0-1)
152E	Saxophone	(1/2-0-1)
153A	Trumpet	(1/2-0-1)
153B	Horn	(1/2-0-1)
153C	Baritone	(1/2-0-1)
153D	Trombone	(1/2-0-1)
153E	Tuba	(1/2-0-1)
154A	Percussion	(1/2-0-1)
155A	Piano	(1/2-0-1)
155B	Piano	(1/2-0-1)
156A	Organ	(1/2-0-1)
157A	Voice	(1/2-0-1)
157B	Voice	(1/2-0-1)
158A	Composition	(1/2-0-1)
159A	Harpsichord	(1/2-0-1)
159B	Early Instruments	(1/2-0-1)

Music Ensembles (MUS)

Music ensembles all carry one hour of credit, but rehearsal times vary between one and four hours weekly in addition to public performances. Ensembles are open to all students, and non-music majors are encouraged to participate.

Permission of the instructor is usually required, and most groups require an audition.

171A Augusta College Choir (3-0-1)

A selected group of mixed voices. The choir performs frequently on campus and in the community including combined performances with the Augusta Symphony. Fall, Winter, Spring.

173A Augusta College Youth Orchestra. (2-0-1)

The orchestra combines the talents of college, community, and school musicians for two major concerts annually. Fall, Winter, Spring.

174A Augusta College Concert Band (3-0-1)

The Augusta College Band gives quarterly concerts utilizing the instrumentation of a select wind ensemble and a larger symphonic band. Fall, Winter, Spring.

331A Chamber Music (V-0-1)

Small groups organized by arrangement to rehearse and perform ensemble literature. Also for pianists accompanying soloists on a regular basis. Fall, Winter, Spring.

331B Brass Ensemble (V-0-1)

An ensemble for the rehearsal and performance of brass ensemble literature. Fall, Winter, Spring.

331C Augusta College Chamber Choir (3-0-1)

A highly select mixed vocal group with the highest artistic standards. The Chamber Choir performs regularly throughout the year on campus, in the community, and on tours. A major activity is the annual Madrigal Dinner series. Fall, Winter, Spring.

331J Augusta College Jazz Ensemble. (V-0-1)

The Augusta College Jazz Ensemble performs frequently on campus, in the community, and on tours, performing a wide variety of popular and jazz music. Members of the Jazz Ensemble provide pep music for selected home basketball games. Fall, Winter, Spring.

331P Percussion Ensemble (V-0-1)

An ensemble for the rehearsal and performance of percussion music. Fall, Winter, Spring.

331W Woodwind Ensemble (V-0-1)

Small groups of woodwind instruments for rehearsal and performance of woodwind ensemble literature. Fall, Winter, Spring.

Nursing (NUR)

101 Nursing I (4-9-7)

Prerequisite: CHM 105 or permission of chairman. Co-requisites or prerequisites: BIO 111, PSY 101.

Introduces concepts that are basic to all areas of nursing practice. Introduces the nursing process to provide a patient-centered approach across the life span. Introduces communication and technical skills basic to nursing practice to meet individual patient needs. A clinical component is included. Fall.

102 Nursing II (4-12-8)

Prerequisite: NUR 101, BIO 111, PSY 101. Co-Requisites or prerequisites: BIO 112 and EDU 302.

Implements the nursing process and therapeutic communication skills in meeting the needs of adults who are experiencing commonly occurring medical and surgical problems. A clinical component is included. Winter and spring.

103 Nursing III (4-12-8)

Prerequisites: NUR 101, BIO 111, PSY 101. Co-requisite or prerequisites: BIO 112, EDU 302, BIO 311.

Implements the nursing process focusing on the development and needs of the child-bearing and child-rearing family. The course content includes normal aspects of parent-child health and commonly occurring stressors. Communication skills appropriate to the developmental needs of those individuals and families are emphasized. A clinical component is included. Winter and spring.

201 Nursing (4-12-8)

Prerequisite: all first year courses.

The nursing process is applied to patients with interference in mobility, neural, chemical, and cellular regulatory needs. Introduces principles necessary for the direction of peers, or nursing assistants and LPN's. A clinical component is included. Fall.

202 Nursing V (4-12-8)

Prerequisite: NUR 201.

The nursing process is applied to patients with interferences in their psychosocial development. (The interpersonal process recording and the mental status examination are emphasized.) The nursing process is used in the care of patients with interference in digestion, absorption, elimination, and fluid and electrolyte needs. A clinical component is included. Winter.

PSC

203 Nursing VI (4-15-9)

Prerequisite: NUR 202

The nursing process is applied to patients with interferences in circulatory, respiratory, sexual, and cell permeability need. The concept of triage is introduced. A clinical component is included. Spring.

204 Nursing VII (1-0-1)

Prerequisite: NUR 201, 202. Co-requisite: 203.

Explores the heritage and impact of nursing in society. Specific attention to the nursing organizations, issues, legal and ethical responsibilities of the associate degree nurse to the profession and to the community. Spring.

295 Selected Topics (Variable)

A study of the concepts and principles in special topics in nursing. Spring.

Philosophy (PHY)

101 Introduction to Philosophy (5-0-5)

Prerequisite: ENG 101 or permission of instructor.

The fundamentals of philosophy. A study of its meaning, function, vocabulary, and the major problems and types of philosophy in experience, history, and representative thinkers. Quarterly.

103 Business Ethics

An introduction to ethical problems facing the business person and organization.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics (Variable)

Prerequisites: Permission of instructor and approval of the department chairman. Seminar or directed study on a major philosopher, school of philosophy, area of philosophical specialization, or various philosophical problems. May be repeated for credit. Quarterly.

499 Undergraduate Research (Variable)

Prerequisite: Permission of instructor and approval of the department chairman.

Individual philosophical investigation performed by the student on a topic of his choice under the direction of a specific instructor. Emphasis

will be placed on the development of adequate research techniques. Upperclassmen only. May be repeated for credit. To be arranged.

Physical Science (PSC)

Physical Science 101 and 102 will satisfy the college requirements for a ten-hour sequence of laboratory science.

101 Physical Science I (4-2-5)

Prerequisite: Proficiency at 100-level mathematics.

A survey of physics including the description of motion, Newton's laws, gravitation, centripetal force, work and energy, momentum, and conservation laws. Most of the following topics are also studied: relativity, heat, waves and light, electricity and magnetism, atomic and nuclear structure, and radioactivity. The course is designed for the non-technical student. Quarterly.

102 Physical Science II (4-2-5)

Prerequisite: PSC 101 or permission of the instructor.

A study of the constituent materials and properties of the earth's surface, interior, and atmosphere; the solar system; galaxies; and the universe. Physical principles from PSC 101 are applied. Designed for the non-technical student. Quarterly.

398 Current Technology Seminar (1-2-2)

Prerequisite: MAT 115

Presentations and discussion by faculty of Department of Chemistry and Physics of current topics of science. Students complete pertinent readings and participate in discussion, insofar as time permits. A written report on one topic will be submitted near the end of the quarter. Course may be repeated for credit.

Physics (PCS)

The sequence PCS 201, 202, and 203 is trigonometry-based and is designed for students majoring in biology or for students in pre-dentistry, pre-medicine, pre-veterinary, nursing, or technology programs.

The sequence PCS 211, 212, and 213 is calculus-based and is designed for students majoring in physics, chemistry, mathematics, or computer science, or for students in the pre-engineering program.

201 General Physics: Mechanics (4-2-5)

Prerequisite: MAT 115.

Statics and dynamics of particles and fluids, wave motion, and elasticity. Fall, Summer.

202 General Physics: Heat, Light and Sound (4-2-5)

Prerequisite: PCS 201.

The fundamental laws of heat, light and sound. Winter.

203 General Physics: Electricity, Magnetism and Modern Physics (4-2-5)

Prerequisite: PCS 201.

Fundamental laws of electricity and magnetism. Spring.

211 Mechanics (4-3-5)

Corequisite: MAT 202 concurrently.

A study of mechanics with an emphasis on problem solving and laboratory performance. Fall.

212 Electricity and Magnetism (4-3-5)

Prerequisite: PCS 211.

Electricity, magnetism and related phenomena with emphasis on problem solving. Winter.

213 Heat, Sound and Light (4-3-5)

Prerequisite: PCS 211.

Heat, sound, light, and modern physics with emphasis on problem solving. Spring.

301 Electronics I (4-4-6)

Prerequisite: PCS 212; Concurrent registration in PSC 398 is required.

Alternating current theory, filters, waveshaping, power supplies, operational amplifiers, servo systems, analog switching, transmitters. Fall, even years.

302 Electronics II (4-4-6)

Prerequisite: PCS 301; Concurrent registration in PSC 398 is required.

Logic gates, flip-flops, counters, open collector and tristate logic, micro-processors, digital-to-analog and analog-to-digital converters. Winter, odd years.

304 Advanced Optics (5-2-6)

Prerequisite: PCS 213; Concurrent registration in PSC 398 is required.

Properties of light. Plane and spherical surfaces. Thin and thick lenses. Spherical mirrors. Waves and interference. Fraunhofer and Fresnel diffraction. Spectra, absorption, and scattering. Polarization. Quantum optics. Spring, odd years.

315 Nuclear Radiation Detection (3-6-6)

Prerequisite: Permission of instructor; Concurrent registration in PSC 398 is required.

A study of the various methods of detecting nuclear radiation. To be arranged.

325 Theoretical Mechanics I (5-0-5)

Prerequisites: PCS 211 and MAT 302; Concurrent registration in PSC 398 is required.

Newtonian mechanics. Vector algebra, vector analysis. Statics and particle kinematics. Particle dynamics in one, two, and three dimensions. Motion of a system of particles. Simple, damped, and forced harmonic motion. Rigid body rotation. Fall, even years.

326 Theoretical Mechanics II (5-0-5)

Prerequisite: PCS 325; Concurrent registration in PSC 398 is required.

Gravitational field and potential. Moving coordinate systems, rotational motion, and Coriolis force. Mechanics of continuous media. Lagrange's equations. Hamilton's equations. Winter, odd years.

405 Electromagnetic Theory I (5-0-5)

Prerequisites: PCS 212 and MAT 302; Concurrent registration in PSC 398 is required.

Vector analysis. Electrostatics and Gauss' law. Poisson's equation and Laplace's equation applied to electrostatic problems. Electric fields and energy. Dielectrics. Electric currents and circuits. Magnetic field and steady currents. Fall, odd years.

406 Electromagnetic Theory II (5-0-5)

Prerequisite: PCS 405; Concurrent registration in PSC 398 is required.

Electromagnetic induction. Magnetization, magnetic fields, energy, and magnetic circuits. Circuits with slowly varying currents. Maxwell's equations and applications. Electromagnetic radiation (boundary conditions and propagation). Winter, even years.

451 Modern Physics I* (5-2-6)

Prerequisites: PCS 211, 212, 213 or permission of instructor; Concurrent registration in PSC 398 is required.

Theory of special relativity. Quantum physics: Black body radiation, Photoelectric effect; Compton effect; X-rays; Bohr model of the atom; Wave properties of matter. Fall, odd years.

452 Modern Physics II* (5-2-6)

Prerequisite: PCS 451 or permission of instructor; Concurrent registration in PSC 398 is required.

Wave mechanics. Atomic and molecular spectroscopy. Winter, even years.

453 Modern Physics III* (5-2-6)

Prerequisite: PCS 452 or permission of instructor; Concurrent registration in PSC 398 is required.

POL

A study of nuclear structure, forces, and models, radioactivity, transitions, and interactions of radiations with matter, particle reactions. Spring, even years.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics* (Variable)

Prerequisite: Permission of instructor.
Modern concepts in special areas of physics. To be arranged.

496 Undergraduate Internship* (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

499 Undergraduate Research (Variable)

Prerequisite: Permission of department chairman (For seniors only).
Individual physics research. A minimum of three hours work per week for each quarter hour credit. Thesis required. To be arranged.

Political Science (POL)

101 American Government I (5-0-5)

A prerequisite to all other courses in political science.

An introductory course covering the essential facts of federal, state, and local governments in the United States. A satisfactory grade will exempt a student from the requirement of passing an examination on the Constitution of the United States and the Constitution of Georgia before graduation. Quarterly.

201 American Government II (5-0-5)

Required of all majors and minors.
An advanced course in American government with emphasis being placed on the role of political parties in the political system. The concepts of roll call analysis and electoral behavior will be explored. Winter, Summer.

202 Introduction to Political Methodology (5-0-5)

Required of all majors and minors.
A survey of the scope and methods of political science, emphasizing the scientific study of political behavior and the terms, concepts, theories, and principles of political science. Spring.

204 Society, Law, and the Criminal (5-0-5)

An examination of the nature of crime, the consequences of crime for society, and an intensive examination and evaluation of the law as a social device for coping with crime. Spring.

301 Comparative European Governments (5-0-5)

A survey of the major political systems of Western Europe, emphasizing the influence of formal and informal variables. Fall.

302 Governments and Politics of the USSR and Communist Bloc (5-0-5)

A study emphasizing how the Soviet Union is governed. The dynamics of the communist state system, communist eastern Europe, the Warsaw Pact Organization, and international communist movement. Winter.

304 The Judicial Process (5-0-5)

Analysis of the structure and functions of judicial systems emphasizing judicial organization, access to courts, judicial power, judicial decision-making, and roles of various judicial actors. Fall.

310 Ancient and Medieval Political Thought (5-0-5)

The study of the writings of the most prominent political thinkers and the philosophies that developed as the result of such thoughts. The course covers the period from 500 B.C. to 1500 A.D. Summer.

311 Modern Political Thought (5-0-5)

The development of political ideas from the sixteenth century to the nineteenth century emphasizing problems of democracy, authority, social, and political conflict, and the growth of the bureaucratic state. Spring.

312 Contemporary Political Thought (5-0-5)

An inquiry into various problems of political life in the twentieth century, including problems of legitimacy, the growth of bureaucracy, class and race, elitism and mass society, as reflected in the writings of contemporary theorists. Spring.

401 State Government* (5-0-5)

Acquaintance in some depth with the forms of

organization, the functions, and the operation of state governments, with particular emphasis on the government and constitution of the state of Georgia. A satisfactory grade exempts the student from the requirement of passing an examination on the Constitution of Georgia. Spring.

402 Urban Government and Politics* (5-0-5)

The origin, development, and growth of local government forms. General problems of county and city government. Spring.

411 Principles of Public Administration* (5-0-5)

General principles, problems, and practices of public administration emphasizing governmental process in the executive branch. Fall.

412 Governmental Organization and Administrative Theory* (5-0-5)

A systematic analysis of theories of organization, management, and administration. Special attention will be given to the two major approaches to organizational structure—the formal Scientific Management School and the informal Human Relations School. Winter.

420 Political Science Methods* (5-0-5)

Prerequisites: POL 202, MAT 221, or permission of instructor.

A study of the assumptions and statistical methods employed in the analysis of politics including analysis of variance, covariance, correlation, and regression. Emphasis upon comprehension of the assumptions and uses of the methods rather than statistical manipulations. Students will be introduced to computer manipulation of data. To be arranged.

425 Constitutional Law: Distribution of Power (5-0-5)

The role of the Supreme Court as arbiter of separation of powers and federalism; interplay of political, social, and economic forces with the development of constitutional doctrine. Winter.

426 Constitutional Law: Civil Liberties (5-0-5)

A study of the development of the constitutional protection of civil liberties in the U.S., emphasizing due process, criminal procedure, freedom of expression, religious freedom, and the nationalization of the Bill of Rights. Winter.

431 Governments of the Developing Nations* (5-0-5)

Emphasis is given to the concepts of political stability, conflict, revolution, nationalism, and economic development and modernization. To be arranged.

450 World Politics* (5-0-5)

A comprehensive study of the international political system, concentrating on the environmental factors, theories of international relations, the nation state and nationalism, international conflict, international cooperation, transnational institutions, balance of power and collective security, military strategy, the role of diplomacy, the dynamics of national foreign policy, the role of nuclear weapons in world politics, and other contemporary problems. Fall.

451 International Law and Organization* (5-0-5)

A survey of the sources and types of international law; the law of peace; the law of conflict; the law of neutrality; the antecedents of the United Nations; the United Nations; The United Nations Specialized Agencies; regional organizations, and international integration. Spring.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Political Science Selected Topics (5-0-5)

Prerequisite: Permission of the department chairman.

Designed primarily for students who wish to pursue an in-depth study of a specialized area in Political Science.

496 Undergraduate Internship (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

Psychology (PSY)

PSY 101 is a prerequisite for all courses except PSY 245.

101 Principles of Psychology (5-0-5)

An introductory survey of the entire field of psychology. Quarterly.

195 Honors Seminar in Psychology (4-2-5)

Prerequisite: Invitation of Psychology Department. An in-depth study of selected psychological topics. Not applicable toward psychology major or minor, but may be used as an Area IV elective for majors.

245 Personal Adjustment (4-2-5)

Conflicts, fears, anxieties, frustrations, stress, and other factors occurring in most life situations are studied. The purpose of the course is to promote self-exploration and personal growth and to prevent the occurrence of inadequate coping with life situations and mental disorders. Participation on the part of the student is emphasized. Not applicable toward psychology major or minor. Quarterly.

311 Child Psychology (4-2-5)

The study of behavioral and maturational changes from conception through adolescence. Theories of development are presented with emphasis on applying concepts to life experiences. Laboratory experience is available to individual students at the discretion of the instructor. Fall, Winter.

313 Psychology of Adult Development and Aging (4-2-5)

A presentation of an analysis of behavioral development and changes occurring during the life span from young adulthood to old age. Experiences supplemental to those in the classroom will be gained in community settings. Winter.

320 Consumer Behavior (4-2-5)

A survey of the shopping, purchasing, and consumption behaviors of individuals and groups as determined by marketing efforts, social influence, and self-initiated information search and decision making. Topics will include, but will not be limited to, models of consumer behavior, the diffusion of innovations, brand loyalty, lifestyle research, and economic and demographic influences. Winter.

322 General Experimental Psychology (3-4-5)

Prerequisite: PSY 351 or MAT 221. Lectures, demonstrations, and laboratory experiences designed to assist the student in the comprehension and use of experimental methods, statistical analyses, and experimental literature. Winter, Summer.

337 Abnormal Psychology (5-0-5)

The study of various forms of maladaptive behavior and intellectual deficit with focus upon recognition of primary symptoms and proper

disposition of cases. The course is especially relevant to persons in the associate of arts programs and to other non-psychology majors. Quarterly.

351 Quantitative Methods (4-2-5)

A study of the statistical methods most widely used in the analysis of psychological data, such as bi-variate and multi-variate correlation, regression analyses, curve fitting, chi square, analyses of variance. Consideration will be given to both parametric and non-parametric methods. Fall, Spring.

405 History and Systems of Psychology (5-0-5)

The scientific and philosophic antecedents and trends influencing the progress of psychology and the development of its principal theoretical schools. Emphasis will be placed upon understanding current trends from a historical perspective. Fall.

442 Psychological Tests and Measurements (4-2-5)

Prerequisite: PSY 351 or MAT 221. Construction and characteristics of tests and measurement scales; survey of individual and group tests in psychological, educational, and clinical settings. Summer.

444 Industrial and Organizational Psychology (4-2-5)

A survey of psychology as applied to work in industrial and organizational settings. Special topics will include personnel selection, training, and evaluation; human factors in performance; environmental influences; goal setting and job design; work motivation; job satisfaction; leadership; and organizational structure and change. Spring.

445 Clinical Psychology (5-0-5)

Prerequisites: PSY 337 or permission of instructor. A critical examination of various forms of intervention with disturbed individuals. Students will study models of pathology, make diagnoses from biographical and test materials, and observe taped diagnostic and psychotherapeutic sessions. Emphasis is placed on comparison of major models in the practice of psychology and medicine. Spring.

462 Principles and Theories of Learning (4-2-5)

An examination of the principles and theories of learning with emphasis upon human learning, memory, and cognition. Spring.

473 Social Psychology (4-2-5)

A survey of social influences on individual and group behavior. Special topics will include attitude formation change, social perception and attribution processes, interpersonal attraction, aggression, altruism, social influence, and group dynamics. Spring.

475 Theories of Personality (5-0-5)

The biological and psychological foundations of personality will be studied. Emphasis will be placed on the integrated aspects of personality. Winter.

480 Physiological Psychology (3-4-5)

An examination of the biological and chemical correlates of learning, memory, sensation, perception, emotion, motivation, thinking, and personality. Fall.

485 Comparative Psychology (3-4-5)

The development of anatomical structures, environmental factors, and behavior of species throughout the phyletic scale. Emphasis is on inter-species comparison and the understanding of human behavior in terms of its evolutionary antecedents. Spring.

490 Cullum Lecture Series (5-0-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics (Variable)

Prerequisites: Permission of instructor and department chairman.

The intensive study of a selected psychological area such as motivation, perception, or human engineering. Quarterly.

496 Undergraduate Internship (1-15)

Prerequisite: Permission of instructor and department chairman.

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. Quarterly.

499 Undergraduate Research (Variable)

Prerequisites: Permission of instructor and department chairman.

Individual and independent investigation per-

formed by the student on a topic of his choice. Quarterly.

Sociology (SOC)**101 Introduction to Sociology (5-0-5)**

Prerequisite for all 300 and 400 sociology courses.

Introduction to the world of sociology: theory, research practices, and the subject matter of people in groups. Examination of the nature of our society and culture, and social institutions such as the family, religion, politics, economics, and education. Exploration of problems in a rapidly changing, industrial society.

103 Introduction to Criminal Justice (5-0-5)

Survey of the history of law enforcement and criminal rehabilitation. Philosophy of criminal justice in a democratic society. A review of agencies involved in the process of criminal justice and career orientation. Not applicable toward a major or minor in sociology. Winter, Summer.

202 Contemporary Social Problems (5-0-5)

A study of both specific and general problems of our times. The problems are considered in the social and cultural settings in which they occur. The emphasis is upon people and their behavior. Quarterly.

206 Juvenile Delinquency (5-0-5)

A survey course concerned with all phases of juvenile delinquency including causation, correction, and prevention. The juvenile court and delinquent activities of all kinds and at the various social class levels will be considered. Winter, Summer.

221 Dynamics of Courtship and Marriage (5-0-5)

A functional analysis of dating, courtship, mate selection, engagement, marital adjustment, and family relationships, with primary emphasis on the contemporary American family. This course is designed for the non-sociology major who is interested in a utilitarian approach to the study of the family. Not applicable toward sociology major or minor. Quarterly.

303 Comparative Family Analysis (5-0-5)

Institutional analysis of the family as a micro-society. Special emphasis is placed on theoretical approaches to structural and functional perspectives; family change and the implications for society; and the application of family theory

SOC

and research to professionally related applied situations. Quarterly.

311 Community Life and Analysis (5-0-5)

An overall review of community dynamics, lifestyles, and functioning in contemporary society: a first-hand field experience of a community in the Augusta area.

320 Urbanism (3-4-5)

Prerequisite: SOC 101 or POL 101

This course focuses on Augusta as an urban center. Students will meet with city and county officials in order to gain an in-depth understanding of their urban environment. Students will also examine relevant literature from classic theorists to the most recent articles and debates. Spring.

322 Population Dynamics (5-0-5)

Theory and dynamics of population growth, population measure, migration, composition, differential fertility, theories of the quality and optimum population, economic and social aspects of our population. Winter.

324 Sociology of Aging (5-0-5)

Prerequisite: SOC 101 or PSY 101

Covers the major areas of interest concerned with the elderly. It examines the normal aging process, demographic characteristics of the elderly, and specific social behavior of society towards the elderly. Involves both field work and research. Fall.

329 Law Enforcement Systems (5-0-5)

A survey of the philosophical and historical background of law enforcement and the role it plays in our society today. Emphasis will be placed on the development, organization, operation and results of the different systems of law enforcement in America. Fall, Winter.

331 Criminology (5-0-5)

The study of criminal behavior and its treatment. The development of criminal behavior in contemporary society and the efforts of the individual to adjust to the demands made upon him. The treatment of the offender by means of probation, imprisonment, and parole. Fall.

333 Contemporary Corrections (5-0-5)

A survey of the correctional field covering the areas of probation, imprisonment, parole, and community corrections. Specific concern will be with the evolution of these programs, their present structure, and current problems. Spring.

334 Conformity and Control in a Technical Society (5-0-5)

Analysis of the mechanics and techniques of social control, both institutive and corrective; various views of the nature and origins of social control; implementation; implications of mass media and mass orientation for society and the individual. Winter.

342 Social Inequality: Causes and Consequences (5-0-5)

A review of the types of stratified social systems; exploration of several theoretical perspectives of social inequality; and examination of the consequences of social inequality on the quality of life in our society.

373 Social Psychology (4-2-5)

Prerequisite: PSY 101 or SOC 101.

A survey of the social aspects of psychology including individual and group dynamics, competition, cooperation, leadership, propaganda, persuasion, and public opinion, as well as a study of how society influences individual perceptions, attitudes, and personality. Spring.

395 Social Science Techniques/Topics (1-5)

An initial consideration of the theory of scientific research and methodological techniques for sociologists. Fall.

412 Race and Ethnicity in the United States (5-0-5)

Prerequisite: 10 hours of sociology.

Comparative study of selected racial and ethnic groups in contemporary American society. Exploration of majority-minority interaction, distribution of minorities, and selected pertinent social problems. Winter.

422 Methods in Social Research* (5-0-5)

Prerequisite: 15 hours of 300/400 level sociology courses. An introduction to the scientific method in social research; elementary considerations in research design; the interview, questionnaire, participant observation and human document as sources of social data; qualitative and quantitative techniques of analysis and inference, including the development of techniques for measuring social data. Winter.

424 Gerontology (5-0-5)

An advanced course in the physical, psychological, and administrative aspects of aging. An interdisciplinary course which focuses on areas of sociology, psychology, medicine, business administration, and social work. Student may elect a practicum in one of these areas. Spring.

432 Sociology of Work, Careers and Occupations* (5-0-5)

An application of the theory and methods of sociology to the work environment. Summer.

433 Personality and Social Adjustment* (5-0-5)

Prerequisite: 10 hours of 300/400 level sociology courses. Foundation and development of personality; mechanisms of integration and adjustment; roles of culture, groups, and language; concepts of self; types and theories of personality; divergent personalities. Spring.

434 Sociological Theory* (5-0-5)

Prerequisite: 15 hours of 300/400 level sociology courses. Historical growth and development of social thought, types, and nature of social theories, and the influence of social theory on contemporary sociology. Fall.

435 Sociology of Organizations (5-0-5)

A sociological analysis of the structure and function of complex organizations. Attention is given to control communications, goals, methods, values, etc., and the effects of such institutions upon the individual and society. Spring.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics* (Variable)

Prerequisites: Senior standing. 20 hours of advanced sociology and permission of instructor. A variable-content course intended to meet the interests of senior students majoring in sociology. Quarterly by arrangement.

496 Undergraduate Internship (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

499 Undergraduate Research (Variable)

Prerequisites: Senior standing. 20 hours of advanced sociology and permission of instructor. Independent research on a topic of the student's choice selected in consultation with the instructor. Spring.

Social Work (SWK)**111 Introduction to Social Work** (5-0-5)

An introduction to the discipline and profession of social work: place in society, knowledge, skills and values bases, traditional methods of intervention (individual, group, family and community). System analysis provides the theoretical and practical framework for exploring these areas. Quarterly.

222 Agencies and Services (5-0-5)

No prerequisite.

Concerned with human service agencies and organizations: staff, clients, structure, delivery of services, administration. A strong emphasis is given to developing knowledge of local agencies and resources. Winter.

334 Issues and Values in Social Work (5-0-5)

No prerequisite.

An examination of contemporary welfare needs, program and policies as expressions of current social values and benefits. Some assessment of program effectiveness and social implications of the welfare society. Alternate springs.

346 Methods of Social Work (5-0-5)

The problem-solving process as used in working with individuals, groups, and communities is emphasized as is the development of interviewing, counseling and reporting skills and techniques. Prerequisite for undergraduate field placement in social work. Fall or Winter.

358 Field Placement-Phase I (5-0-5)

Prerequisite: SWK 346.

Field experience is the education assignment of students to a social agency for the quarter. A minimum of ten hours a week is spent under supervision of experienced agency workers. A weekly one-hour class is held to relate the field learning to classroom content. To be arranged.

495 Selected Topics (5-0-5)

Prerequisite: SWK 358.

An advanced study of individual and group phenomena as related to specific phases of social service. It will focus attention on depth learning from the student experience in field instruction and its broader implications. To be arranged.

496 Undergraduate Internship (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

SP

Spanish (SP)

105 Practical Spanish (5-1-5)

No prerequisite.

A beginning course in conversational Spanish, based on various practical, everyday situations. This course is designed primarily for business administration students and is not intended to fulfill normal language requirements. Spring.

111 Elementary Spanish (5-1-5)

Fundamentals of listening, speaking, reading, and writing Spanish. Fall.

112 Elementary Spanish II (5-1-5)

Prerequisite: SP 111 or equivalent.
Continuation of SP 111. Winter.

201 Intermediate Spanish I (5-1-5)

Prerequisite: SP 111-112 or two units of high school Spanish.

Review of Spanish grammar; reading and translation of various types of Spanish literature. Emphasis on oral expression and aural comprehension. Spring.

202 Intermediate Spanish II (5-1-5)

Prerequisite: SP 201 or equivalent.
A continuation of Spanish 201. Fall.

295 Travel/Study Program (3)

Students are escorted to a Spanish-speaking area by an experienced, bilingual guide. Pre-trip lectures, slide presentations, and bibliography are included. A short term paper and a daily journal are required.

311 Conversational Spanish (5-0-5)

Prerequisite: SPA 201-202 or equivalent.
A course designed to promote the student's ability to express himself correctly in spoken and written Spanish; emphasis on conversation and composition.

315 Reading Spanish (5-0-5)

No prerequisite.

A reading knowledge of Spanish in a variety of fields. Winter.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

Study Abroad (V, 1-15)

(See course numbers under International Intercultural Studies.)

Prerequisites: SP 211 and junior or senior standing.

The study of Spanish language and culture in a native environment. Designed specifically for students participating in the University System of Georgia Study Abroad Program. To be arranged.

494 Travel/Study Program (3)

Prerequisite: Spanish 111 or equivalent.

Students are escorted to a Spanish-speaking area by an experienced bilingual guide. Pre-trip lectures, slide presentations, and bibliography are included. Requirements include writing a term paper, keeping a daily journal, and attending movies or plays in Spanish.

495 Selected Topics (Variable)

Prerequisites: junior or senior standing.

A variable-content course, intended to meet the interest of students minoring in Spanish and desiring to make an intensive study of some special area of Spanish language or literature. May be repeated for credit. To be arranged.

Speech (SPC)

101 Fundamentals Of Speech (5-0-5)

An introductory course including use of the voice, mental attitudes for good speech, basic diction, control of body, and speech composition. Quarterly.

205 Interpersonal Communications (5-0-5)

This course is designed to improve speech communication between individuals and among members of small groups. Areas covered include self-awareness, listening, nonverbal communication, persuasion, conflict reduction, and interviewing.

300 Voice and Diction (5-0-5)

A study of vocal production, including projection, articulation, and pronunciation.

301 Oral Interpretation (5-0-5)

Prerequisite: SPC 101 and SPC 300 or permission of the instructor.

A course in the principles of oral interpretation, including methods of understanding literature and the techniques of presenting literature to an audience.

311 Public Speaking (5-0-5)

Prerequisite: SPC 101 and SPC 300 or permission of instructor.

A course planned to give emphasis to the forms of public speaking used in modern society. Special attention given to persuasive, occasional, radio, television, parliamentary speaking, and debates.

320 Business and Professional Speech (5-0-5)

Prerequisite: SPC 101 or permission of instructor. A course designed to enhance effectiveness in conducting interviews, small group discussions, meetings, conferences, panels, and promotional presentations.

495 Selected Topics (5-0-5)

Prerequisite: permission of instructor. A directed project or class in an advanced speech topic such as readers' theatre, interpretation for the microphone, debate, or group dynamics.

496 Internship (Variable)

Prerequisite: permission of instructor. In-service learning experience in public speaking.

School of Business Administration

The student should have completed the Junior-Senior Common Curriculum, the Regents' Testing Program, and have Senior standing prior to enrolling in 400-level courses.

Accounting (ACC)

211 Principles of Accounting I (5-0-5)

Prerequisite: MAT 107. An introductory course in financial accounting. The focus is on accounting as a system for reporting business activity. It includes study of the structure of the accounting cycle, the preparation and interpretation of basic financial statements, and the study of fundamental accounting principles. Quarterly.

212 Principles of Accounting II (5-0-5)

Prerequisite: ACC 211. An introductory course in managerial accounting. The focus is on accounting as a system for providing information for organizational management. It includes the study of budgeting, break-even analysis, standard costs, and information for decision making. Quarterly.

311 Financial Accounting Theory I (5-0-5)

Prerequisite: Satisfactory completion of ACC 211 and ACC 212 with a minimum grade of B

in one and C in the other.

Primary emphasis is to provide a thorough understanding of accounting theory as it applies to preparation and analysis of financial statements. The course includes an in-depth review of the basic structure of accounting presented in ACC 211, the concept of present value, and the analysis of balance sheet asset and liability accounts. Fall, Spring.

312 Financial Accounting Theory II (5-0-5)

Prerequisite: ACC 311 and junior standing. A continuation of ACC 311. The emphasis of the course is on accounting theory as it relates to basic problem areas in financial reporting, including corporate capital accounts, long-term liabilities, pension costs, leases, and price level accounting. Winter, Summer.

313 Financial Accounting Theory III (5-0-5)

Prerequisite: ACC 312 and junior standing. An in-depth study of the more complex problem areas of Financial Accounting, including: stockholder's equity, dilutive securities, investments, revenue recognition, income taxes, accounting changes, error analysis, and full disclosure. Spring, Fall.

411 Cost Accounting (5-0-5)

Prerequisite: ACC 212 and senior standing. A basic course in cost accounting. The emphasis is on the development of cost systems for organizational planning and control. The course includes study of such areas as analysis of variances, determination of overhead rates, job order and process cost product costing, and direct cost systems. Winter, Summer.

414 Advanced Cost Accounting (5-0-5)

Prerequisite: ACC 411. Provides the student with an in-depth analysis of managerial-cost concepts and techniques required for developing, analyzing, and interpreting information for organizational planning and control systems. Summer.

416 Advanced Accounting Theory (5-0-5)

Prerequisite: ACC 313. Provides the student with the opportunity for an in-depth understanding of contemporary developments in financial accounting. Emphasis is on major problem areas in accounting, particularly in relation to publications of major authoritative bodies such as the APB, FASB, SEC, and AAA. Spring.

421 Advanced Accounting I (5-0-5)

Prerequisite: ACC 313. The application of accounting theory to specialized problem areas including partnerships, consignments, bankruptcy, and consolidations. Fall.

BUS

422 Advanced Accounting II (5-0-5)

Prerequisite: ACC 313.

This course is intended to prepare the student for further professional development such as the CPA examination. The focus of the course will be on analysis of problem solving techniques in selected areas of accounting. Even numbered years. TBA.

451 Federal Income Taxation (5-0-5)

Prerequisite: ACC 311, or permission of instructor.

A survey of theories and practices governing federal income taxation of individuals and business entities. Tax determination and tax planning are emphasized. Fall, Spring.

452 Advanced Federal Taxation (5-0-5)

Prerequisite: ACC 451.

An in-depth analysis of federal income taxation applicable to partnerships, corporations, estates and trusts; estate and gift taxation; deferred compensation and employee benefit plans; emphasis on alternative computations and tax planning opportunities. Research methodology and practice are employed. Winter.

471 Auditing (5-0-5)

Prerequisite: ACC 313.

The application of auditing principles to the problems of public accountancy with emphasis upon the adherences to standards and professional ethics. Winter, Summer.

472 Advanced Auditing (5-0-5)

Prerequisite: ACC 471.

A continuation of ACC 471, Auditing. Emphasis is placed on concepts, standards, professional problems, and methods such as statistical sampling, use of computers in auditing, auditing computer-based systems, and the audit report. Winter, odd years.

481 Governmental and Institutional Accounting (5-0-5)

Prerequisite: ACC 212.

The focus is on the accounting process in not-for-profit organizations including state, local, and federal governments, hospitals, and schools. The course includes study of the requirements of fund accounting systems, the principles underlying such systems, and the unique budgeting requirements of not-for-profit organizations. TBA.

495 Selected Topics in Accounting (Variable)

Prerequisite: Permission of advisor to use in the major area and senior standing. A seminar and/or directed study of a major issue, practice, or problem in accounting. TBA.

Business Administration (BUS)

295 Selected Topics in Business Administration (Variable)

Prerequisite: Permission of Dean of the School of Business Administration.

A seminar and/or directed study on a major issue, practice, or problem in business administration of the freshman/sophomore level. To be arranged.

340 Government, Business and Society (5-0-5)

(Formerly offered as BUS 440)

Prerequisite: ECN 102 and junior standing.

This course analyzes the economic, legal, social and political environment in which business operates. It attempts to explain the evolution from the Laissez Faire philosophy of the nineteenth century to the highly regulated environment of the 1980's. The costs and benefits of regulation are appraised. Winter, Spring, Summer.

464 Strategic Management and Organization Policy (5-0-5)

Prerequisite: Senior standing and completion of the Junior/Senior core curriculum.

Analysis of the practices and problems in the strategic management of business concerns through the examination of case studies and other information and data drawn from the various functional areas of the enterprise. Serves as a capstone course for the senior student. Quarterly.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics in Business Administration (Variable)

Prerequisite: Senior student status and permission of the Dean of the School of Business Administration.

A seminar and/or directed study on a major issue, practice, or problem in business administration. To be arranged.

496 Undergraduate Internship (1-15)

Prerequisite: Permission of the Dean of the School of Business Administration.

An internship is a service-learning experience

based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. This course may not be counted among the course requirements in the student's major. To be arranged.

499 Undergraduate Research (Variable)

Prerequisite: Senior standing and permission of the Dean of the School of Business Administration. Independent research on an advanced topic selected by the student in consultation with the Dean of the School of Business Administration. Techniques of business and economic research are emphasized. To be arranged.

Business Education (BED)

456 Methods of Teaching Secondary Business (5-0-5)

Basic trends and methods in business education; objectives, curriculum planning, and specific methods in teaching shorthand, typewriting, bookkeeping, office practice, and basic business subjects. Includes a review of current literature. Fall.

Business Law (BSL)

400 Business Law I (5-0-5)

Prerequisite: Junior standing. Contracts, sales contracts, agency negotiable instruments, common and public carriers. Designed to acquaint students with legal rights and liabilities in the ordinary course of business. TBA.

401 Business Law II (5-0-5)

Prerequisite: BSL 400 and junior standing. Continuation of Business Law I, partnership, corporation, real property, insurance, security devices, trusts and estates, bankruptcy, and government regulation of business. TBA.

477 Real Estate Law (5-0-5)

Prerequisite: BSL 400, FIN 375, and junior standing. Presents an in-depth coverage of the real estate transaction, as well as discussion of current topics such as condominiums, land development, subdivisions, and consumerism and its revolutionary impact on real estate law. To be announced.

Economics (ECN)

101 Principles of Economics I (5-0-5)

This introductory course explains the nature of the economic problem which any society must solve. Then the way in which a mixed enterprise economy solves this problem is examined. Topics covered include supply and demand, income and employment, money and banking, and fiscal policy. Quarterly.

102 Principles of Economics II (5-0-5)

Prerequisite: None.

The determination of prices and output levels and the explanation of economic equilibrium of individual economic units—the consumer, the firm, and the industry. Quarterly.

103 Economic Problems (5-0-5)

Prerequisite: ECN 102.

Basic economic principles applied to problems of the monetary system, interest, price movements, time-series analysis, economic development, monopoly, agriculture, labor, and international trade. To be arranged.

201 Economic Development of The United States (5-0-5)

Prerequisite: ECN 101.

Traces development of economic institutions and policies, especially since 1860; deals with agriculture, manufacturing, commerce, transportation, money and banking, tariffs, and the repercussions of periods of prosperity and depression. To be arranged.

295 Selected Topics in Economics (Variable)

Prerequisite: Permission of the Dean of the School of Business Administration.

A seminar and/or directed study on major issues, practices, or problems in economics at the freshman/sophomore level. To be arranged.

431 International Economics (5-0-5)

Prerequisite: ECN 101 and ECN 102.

The theory of international trade. The balance of payments, exchange rates, monetary movements, capital markets, and commercial policy. Implications of international financial reforms and international economic integration. TBA.

451 Microeconomic Theory (5-0-5)

Prerequisite: ECN 102.

Theoretical analysis pertaining to production, value, distribution, pricing in competition, and monopoly. Winter.

FIN

452 Macroeconomic Theory (5-0-5)

Prerequisite: ECN 101.

Study of aggregative economic analysis. Income determination and measurement and analysis of national income level and fluctuations in economy activity. Fall.

455 Forecasting and Econometrics (5-0-5)

Prerequisites: ECN 101, ECN 102, BUS 241 and MSC 322.

The course focuses on the business and economic applications of basic time series analysis and forecasting. The course addresses current issues in the business and economic environment through study of methods of the measurement, specification, and estimation of functional relationships. Fall, Spring.

461 Evolution of Economic Thought (5-0-5)

Prerequisite: ECN 101 and ECN 102.

Study of the development of economic ideas from the mercantilists to twentieth century economists. Emphasis on classical and neo-classical tradition. To be arranged.

471 Public Finance (5-0-5)

Prerequisite: ECN 101 and ECN 102.

Public expenditures, revenues, taxation, transfers, public debt, and fiscal policy in relation to economic stability, distribution of income, and resources allocation. To be arranged.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics in Contemporary Economic Theory and Practice (5-0-5)

Prerequisite: Completion of junior core curriculum or permission of the Dean of the School of Business Administration.

The application of economic theory to public policy issues. Topics covered will normally include: monopoly and competition, monetary and employment policy, regional economic development, agricultural economics, labor problems, or other selected subjects of current interest. To be arranged.

496 Undergraduate Internships (1-15)

Prerequisite: Permission of the Dean of the School of Business Administration.

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. This course may not be counted among the course requirements in the student's major. To be arranged.

499 Undergraduate Research in Economics (Variable)

Prerequisite: Senior student status and permission of the Dean of the School of Business Administration.

Independent research on an advanced topic selected by the student in consultation with the Dean of the School of Business Administration. To be arranged.

Finance (FIN)

315 Business Finance (5-0-5)

Prerequisite: ECN 102, ACC 212, MAT 221.

This course covers the basic principles of financial management of the firm. Topics presented include the management of short term assets and liabilities, capital budgeting, cost of capital, capital structure, failure and reorganization, and mergers. Fall, Spring, Summer.

373 Principles of Risk and Insurance (5-0-5)

Prerequisite: Junior standing.

Introduction to the basic principles of life, property, liability, and other areas of insurance from the viewpoint of the purchaser. Consideration is given to the importance of risk bearing in personal and business affairs and the various methods of handling risk with emphasis on insurance arrangements. Designed for non-business majors as well as a basis for more advanced business courses. This course may not be used as an elective within the Economics/Finance major. TBA.

375 Principles of Real Estate (5-0-5)

Prerequisite: ECN 101 and junior standing.

This course presents theories and practices of the real estate industry. It considers the economic role of real estate, real estate characteristics, public land use, restrictions on real estate ownership, legal aspects of real estate and real estate financing. This course may not be used as an elective within the Economics/Finance major. TBA.

415 Advanced Corporate Finance (5-0-5)

Prerequisites: FIN 315 and MAT 221.

This course considers the allocation of resources to both short and long-term assets. In addition, the effects of alternate investment decision rules are considered. This course covers the problems of measuring the cost of capital. Two types of problems are considered: the optimal allocation between debt and equity claims and the division of earnings between dividends and retained earnings. Winter.

421 Investments and Market Analysis (5-0-5)

Prerequisite: FIN 315.

Institutional analysis of the markets for securities, the methods of investment analysis, and their application in fundamental and technical analysis of individual companies, industries, and the stock market, and specific markets in stocks, options, commodities, and futures. Summer, Winter.

422 Portfolio Theory and Management (5-0-5)

Prerequisites: FIN 315, FIN 421.

A study of modern portfolio theory and its application with emphasis on the selection and management of bond and common stock portfolios. Spring.

425 Money and Financial Institutions (5-0-5)

Prerequisite: ECN 101 and ECN 102.

Evaluation of current monetary theory and policy; central banking problems; flow-of-funds analysis of the financial system and its institutions and functional components. Fall.

432 International Business (5-0-5)

Prerequisite: : ECN 101, ECN 102, ACC 211, ACC 212; or permission of the instructor. An examination of internationally oriented businesses, particularly the multinational corporation. The economics and business reasons for trade and foreign investment, the rationale for controls over trade and investment, and the institutions and mechanisms of finance are examined, as well as the financial management, accounting, tax, and personnel policies of the multinational firm. Fall.

476 Real Estate Finance and Investment (5-0-5)

Prerequisite: FIN 315 and junior standing.

Covers the necessary background and techniques for making sound decisions in real estate financing and investing. In addition, it undertakes a survey of current practices in today's real estate finance and investment markets and it includes considerations for future trends. TBA.

478 Real Estate Appraisal (5-0-5)

Prerequisite: FIN 375.

A study of the fundamentals of real estate appraisal dealing with the theory and application of valuation to both residential and income producing property. Topics include: the principles of appraisal; the valuation process; economic trends; neighborhood and site analysis; depreciation; the approaches to valuation-market data, cost, income; and the appraisal report. To be arranged. This course may not be used as an elective within the Economics/Finance major.

480 Advanced Real Estate (5-0-5)

Prerequisite: FIN 375.

An in-depth study of the real estate industry beyond the principles course including listings, sub-agency, legal descriptions, leases, writing sales contracts, financing, cost, qualifying purchases and closings. To be announced. This course may not be used as an elective within the Economics/Finance major.

494 Personal Finance (5-0-5)

A survey course open to business and non-business majors. It is designed to provide information in the areas of personal budgeting, consumer credit, insurance, investments, home ownership, and estate planning so that the individuals will become better managers of their personal assets. This course is acceptable only as an unrestricted elective or in option II of the Business Education major. TBA.

495 Selected Topics in Finance (Variable)

Prerequisite: Permission of advisor to use in the major area and senior standing.

A seminar and/or directed study of a major issue, practice, or problem in finance. TBA.

Health Services Administration (HSA)**495 Selected Topics in Health Services Administration (Variable)**

Prerequisite: Senior student status and permission of the Dean of the School of Business Administration.

A seminar and/or directed study on a major issue, practice, or problem in the field of Health Services Administration. To be arranged.

Management (MGT)**311 Industrial Relations and Collective Bargaining (5-0-5)**

Prerequisite: MGT 363

A study of the Union Movement, Labor Legisla-

MIS

tion, Collective Bargaining process, and Resolution of Conflict (fact-finding, mediation, and arbitration). Functions and structure of Labor Unions in both industry and the public sector. Spring.

363 Administrative Theory and Practice (5-0-5)

Prerequisites: Junior standing.

A study of the theory and practices of administrative management and an introduction to organization behavior and organization theory. Uses a systems approach to emphasize the interdependence of social, technical, and structural inputs to the organization. Fall, Spring, Summer.

434 Human Resources Management (5-0-5)

Prerequisites: MGT 363 or permission of instructor.

A process-system study of the recruitment, selection, development, utilization of, and accommodation to human resources by organizations. Winter, Summer.

450 Entrepreneurship and Small Business Management (5-0-5)

Prerequisite: Senior standing.

An interdisciplinary case and lecture approach is used to provide the student with knowledge of real life as well as simulated management experience in areas of entrepreneurship and small business problem solving. Emphasis will be on the characteristics of entrepreneurs, prevention and ongoing small business problems, managing and controlling the operations. All basic disciplines will be drawn into this course, i.e., marketing, accounting, management, finance, economics, and government. Winter, Summer.

461 Organization Behavior (5-0-5)

Prerequisites: MGT 363 or permission of instructor.

This course examines the determinants and consequences of human behavior in formal organizations. Fall.

463 Organizational Theory and Management (5-0-5)

Prerequisites: MGT 363 or permission of instructor.

Examination of concepts of administrative behavior in formal organizations, systems analysis, conceptual models, and analysis of administrative problems from a total organizational point of view. Spring.

495 Selected Topics in Management (Variable)

Prerequisite: Permission of advisor to use in the major area and senior standing.

A seminar and/or directed study of a major issue, practice, or problem in management. TBA.

Management Information Systems (MIS)

210 Computing and Data Processing (5-0-5)

Prerequisite: MAT 107

(Formerly offered as BUS 241)

Principles of data processing as applied to Business Administration. This course is designed to provide students with the basic background to incorporate micro computing into a variety of business functions. Students will have "hands-on" experience dealing with various business software packages, including electronic spreadsheets, word processing, etc. Quarterly.

310 Business Information Systems (5-0-5)

Prerequisite: MIS 210 and junior standing.

(Formerly offered as BUS 341)

This course is designed to provide the students with the basic background necessary for an understanding of major business system concepts, the interactions and functions of major business systems, and the necessary procedures and operations for effective business system analysis. Fall, Winter, Spring.

Management Science (MSC)

322 Operations and Production Management (5-0-5)

Prerequisites: ECN 102, ACC 212, MAT 122, MAT 221.

Quantitative business decision making covering production topics such as decision making under risk and uncertainty, inventory models, forecasting, linear programming, transportation, quality control, queuing theory, PERT, CPM, and network scheduling. Fall, Winter, Summer.

424 Advanced Operations and Production Management (5-0-5)

Prerequisites: MIS 210, MGT 363, MSC 322.

A capstone course which describes the application of modern management, statistical, and mathematical techniques to the planning and control of industrial operations. Emphasis is placed upon advanced applications in forecasting, inventory, quality control, and the scheduling and control of operations. Summer, Winter.

Marketing (MKT)

353 Principles of Marketing (5-0-5)

Prerequisites: Completion of areas I, II, III, and IV, of the core curriculum, the Regents Testing Program, and junior standing.

An inventory study of the marketing process in advanced marketing economics. Topics include the decision environment, opportunity/problem identification and assessment, and strategy development, execution and control. Fall, Winter, Summer.

360 Salesmanship and Sales Management (5-0-5)

Prerequisite: MKT 353

Introduction to sales concepts and techniques and how to apply them in a myriad of selling situations. Management and evaluation of the sales force are also included. Fall.

370 Advertising and Advertising Management (5-0-5)

Prerequisite: MKT 353

Introduction to marketing and advertising plans and strategies, the advertising business, advertising media, and advertising creativity. TBA.

402 Marketing Research (5-0-5)

Prerequisites: MKT 353 and senior standing. Study and practice of planning, designing, organizing, executing, analyzing, reporting, and evaluating and controlling marketing research activities as an aid to effective and efficient managerial marketing decisions. Winter.

404 Case Problems in Marketing (5-0-5)

Prerequisites: MKT 402 and senior standing. Identification and assessment of marketing opportunities and problems to include analyses of admissible alternatives and recommendations to achieve objectives. Spring.

406 Business Logistics (5-0-5)

Prerequisites: MKT 353 and senior standing. Analysis and development of integrated inter- and intra-organizational physical distribution systems. Application of cost-benefit analyses to movement and storage problems encountered throughout the trade channel from raw materials procurement to delivery of final product. TBA.

408 Marketing Communication (5-0-5)

Prerequisites: MKT 353 and senior standing. Analysis and development of integrated inter- and intra-organizational marketing communications systems. Managerial significance of personal and nonpersonal informative, persuasive, and reminder communications efforts between

the firm and its intermediate and final customers. Social and behavior science bases of demand stimulation and retention and their applications to advertising and sales management. TBA.

410 Industrial Marketing (5-0-5)

Prerequisite: Completion of the required 300-level courses in the B.B.A. junior-senior curriculum. Study of the marketing of goods and services to commercial enterprises and to governments and other nonprofit institutions where the object is resold or used in production of other goods and services by the intermediate customers. Spring.

412 Retail Management (5-0-5)

Prerequisites: MKT 353 and senior standing. Identification and analysis of the basic concepts and practices of successful, modern retailing management. Includes environmental and opportunity assessments; organizational and merchandise decisions; sales promotion and customer services; accounting controls; and overall coordination and leadership. Spring.

414 Marketing Planning and Strategy (5-0-5)

Prerequisite: MKT 353, MGT 363, and FIN 315. An examination of the marketing decision-making process within the corporate strategic planning framework. The course explores strategic planning tools that are presently available and assesses their strengths and weaknesses in helping to attain long-range corporate objectives. To be announced.

495 Selected Topics in Marketing (Variable)

Prerequisite: Permission of advisor to use in the major area and senior standing. A seminar and/or directed study of a major issue, practice, or problem in marketing. TBA.

Office Administration (OFA)

301 Beginning Typewriting (5-0-5)

Techniques of touch typewriting; the use and care of the typewriter. The development of correct typing techniques and the application of this skill to specific problems, such as business forms, letter arrangements, and straight copy. Fall.

302 Intermediate Typewriting (5-0-5)

Prerequisite: OFA 301 or its equivalent. Further development of speed and accuracy in typewriting; job production activities, such as

EDU

composition of letters at the typewriter, business forms, tabulated reports, and manuscripts. Winter.

303 Advanced Typewriting (5-0-5)

Increased development of skill; emphasis on professional typewriting; duplication, variety of letter forms and the application of each; office and statistical reports; business reports; and legal reports. Spring.

325 Secretarial Practice (5-0-5)

Prerequisite: OFA 301 or its equivalent. Secretarial efficiency developed through a study of business office procedures; communication problems and techniques; filing and indexing systems; human relations problems; sources and uses of business information; exercising good business judgment in assuming responsibilities and carrying duties to satisfactory conclusion. Fall.

333 Advanced Shorthand and Transcription (5-0-5)

Prerequisite: SSC 332 or its equivalent. The development of skill in taking new-matter dictation; arrangement material from shorthand notes in mailable form. Spring.

335 Medical Terminology (5-0-5)

Prerequisite: SSC 101 or its equivalent. In Medical Terminology, one learns the simplest approach to long, complicated medical terms. Emphasis is placed on the breaking down of these words into components which serve as a common denominator to many of the words; the pronunciation, the spelling, and the application of these medical terms to actual medical dictation. An opportunity to acquire additional knowledge about medical office procedures. Simulated office setting requires students to apply classroom learning to produce office work in cooperation with medical offices. Winter.

425 Supervised Office Experience (5-0-5)

Prerequisites: OFA 303, 431. Orientation to office positions through actual office work; emphasis is placed on office problems, sources of information required by a secretary; office procedures, transcribing machines, and all other responsibilities pertinent to the well-organized office. Winter.

431 Beginning Shorthand (5-0-5)

Presentation of the complete theory of Gregg shorthand, rapid reading of shorthand plates, introduction to dictation techniques; and development of pre-transcription skills. Fall.

432 Intermediate Shorthand (5-0-5)

Prerequisite: SSC 331 or its equivalent. Intensive training in accurate and rapid writing of shorthand from dictation; efficient use and handling of dictation materials; further emphasis on pretranscription skill; introduction to transcription at the typewriter. Winter.

433 Advanced Dictation and Transcription (5-0-5)

Prerequisite: OFA 432. Job competency with the ability to write and transcribe shorthand; emphasis is placed on the development of rapid, accurate, and mailable copies; office-type dictation, proofreading; efficient handling of dictation and transcription materials. Spring.

435 Business Machines (5-0-5)

This course is designed to give a working knowledge of the principal machines used in business; to develop specialized skill on electronic calculators, dictating and transcribing machines, and duplicating machines. Spring.

School of Education

Education (EDU)

Note: Admission to teacher education is required for enrollment in any course beyond EDU 333.

See page 133 for Developmental Studies 099, Developmental Reading.

202 Foundations of Education (4-2-5)

An introduction to public school teaching, including the study of duties and responsibilities of teachers, state public school programs, development of the American school, microcomputer applications in education, and philosophies of education. A prerequisite course for upper division teacher education work in elementary and special education. Quarterly.

205 Philosophical and Historical Foundations (4-2-5)

Prerequisite: PSY 101 or permission of instructor. Beginning with the philosophical and historical foundations of American education, the student will be introduced to the purposes of school, how curriculums are determined, and how schools are governed, controlled, and financed. Students will also explore the teaching profession: classroom expectations, teacher effectiveness, social issues that affect American education, new programs, trends, and emerging research. This is a prerequisite course for upper division teacher education courses in secondary education.

295 Selected Topics (Variable)

Seminar and/or directed study on major issues, practices, and problems in education. May be repeated for credit.

302 Human Development in the Educational Process (4-2-5)

Prerequisite: PSY 101 or permission of instructor. A study of the individual with emphasis on learning and behavior, mental hygiene, and adjustment. The student will participate in approved community activity, working with and observing young children. Quarterly.

304 Educational Psychology (4-2-5)

Prerequisite: PSY 101 or permission of instructor. Application of psychology to the teaching-learning situation. Special emphasis on theories of learning, motivation, measurement, personality development, and individual differences. Fall, Spring, Summer.

306 Social and Psychological Foundations (4-2-5)

Prerequisite: PSY 101 or permission of instructor. Students will gain the foundation and skills necessary for understanding the cognitive, affective, and psychomotor developmental stages of children with emphasis given to the adolescent child in grades seven through twelve. Considerable attention is given to the wide range of differences in academic and physical maturation of the adolescent as well as his or her developing identity, personality, and sense of self-worth. These concepts are further developed in the context of study of motivation, classroom management, and measurement. A prerequisite course for persons pursuing a certification program in secondary education.

330 Early Elementary Education (4-2-5)

Prerequisites: EDU 302 and EDU 304. An introduction to the curricular needs, techniques, and materials for the early elementary grades and before. The student participates in a classroom setting with young children. Fall.

333 Guidance and Learning of the Young Child (4-2-5)

Prerequisites: EDU 302, 304, and 335. A study of principles and positive techniques for guiding the learning and behavior of the young child and involving and interacting with his parents. The student participates in classroom and other settings with young children. Winter.

335 Elementary School Curriculum (ECE, MG, K-12) (4-2-5)

Prerequisite: EDU 304, admission to teacher education or permission of instructor.

Determination of curriculum content and planning instructional programs in early childhood education, middle grades, and special education. Application of field experiences and assignments will be made at the appropriate grade level. Quarterly.

337 Secondary Curriculum (4-2-5)

Prerequisite: EDU 205 or permission of instructor. Determining curriculum content and planning instructional programs based on pupil needs and system requirements in the secondary school. Quarterly.

343 Parent Education (4-2-5)

Techniques of communicating with parents of children who present an array of individual differences. Winter.

352 Teaching Language Arts (ECE, MG) (4-2-5)

Prerequisites: EDU 304 and 335 or permission of instructor.

Concentration on the procedures involved in the development of listening, speaking, and writing skills of children in grades K-4, 4-8. Effective uses of language in oral/written communication is stressed. Fall, Spring.

353 Teaching Science (ECE, MG) (4-2-5)

Prerequisites: EDU 304 and 335.

Designed to provide prospective teachers with insight into science processes, science content, and science materials utilized in teaching elementary (K-4, 4-8) pupils. The course provides opportunities to plan for science instruction and to implement plans in a public school setting. Spring.

354 Teaching Social Studies (ECE, MG) (4-2-5)

Prerequisites: EDU 304 and 335 or permission of instructor.

Designed to provide students the opportunity to consider objectives, trends, content, instructional materials, and techniques of teaching elementary social studies in grades K-4, 4-8. This course includes opportunities to plan for instruction and to engage in laboratory experiences in an elementary classroom. Fall.

355 Teaching Mathematics (ECE, MG) (4-2-5)

Prerequisites: EDU 304, 335, or permission of instructor.

Considers instructional materials and techniques of teaching elementary school mathematics in grades K-4, 4-8. Coverage includes development of arithmetic algorithms, problem solving processes, and topics in informal geometry. Winter, Summer.

EDU

404 Educational Measurement (4-2-5)

Prerequisite: EDU 205 or 304.

Construction, use and interpretation of teacher-made and standardized tests. Summer, Winter.

433 Student Teaching-ECE

434 Student Teaching-K-12

435 Student Teaching-MG

436 Student Teaching-SED (V-V-15)

Prerequisite: Early childhood sequence, middle grades sequence, or secondary sequence, (K-12 sequence).

Prospective teachers are placed in selected schools for an entire quarter, during which time they are supervised in actual teaching in their chosen field. Fall, Winter, Spring.

437 Practicum With Educable

Mentally Retarded

(0-10-5)

Orientation, observation, and teaching with EMR pupils.

438 Management of Exceptional

Children

(4-2-5)

Prerequisite: EDU 440.

The study of management techniques as they relate to exceptional children. Factors relevant in planning for the emotionally disturbed, the neurologically impaired, and the mentally retarded child are presented. Opportunity is provided for student observation and participation in special education classes. Spring.

439 Practicum with Trainable and

Severely Mentally Retarded

(1-10-5)

Prerequisite: EDU 440 or EDU 461.

A course designed for teaching trainable and severely mentally retarded youngsters. To be taken concurrently with EDU 464. Winter.

440 Education of Exceptional

Children

(3-4-5)

Prerequisite: EDU 205 or 202, 203, and 304.

A survey course which deals with the general problems involved in the education of exceptional children. Meets legislative requirement. Required for graduation in all teacher education programs. Quarterly.

451 Education Workshop for

Elementary Teachers

(10-0-10)

A problems course in curriculum and methods designed for inservice teachers. Teachers who have satisfactorily completed other professional requirements for certification and have completed at least one year of full-time acceptable teaching experience with a provisional teaching certificate may use this experience in lieu of student teaching. Summer.

452 Education Workshop for

High School Teachers

(10-0-10)

A problems course in curriculum and methods designed for inservice teachers. Teachers having satisfactorily completed other professional requirements for certification and having at least one year of full-time acceptable teaching experience with a provisional teaching certificate may register for this experience in lieu of student teaching. Summer.

456 Secondary School Materials

and Methods

(4-2-5)

Prerequisite: EDU 337 or permission of instructor. Review and study of the basic methods of instruction; criteria of selection and utilization of instructional materials; integration of methods and media. Winter, Summer.

458 Seminar in Secondary Education

(Variable)

Prerequisite: EDU 456 or permission of instructor. Scheduled concurrently with EDU 436. Analysis of and possible solutions to instructional problems faced by secondary school teachers. Fall, Winter, Spring.

461 Introduction to Mental

Retardation*

(3-4-5)

Prerequisite: EDU 440.

A study of historical treatment of mental retardation as well as etiology and characteristics of the mentally retarded; methods of diagnosing and working with mentally retarded. Fall.

462 Materials and Methods for

Teaching the Mentally

Retarded

(3-4-5)

Prerequisites: EDU 440 and 461.

Materials and methods as related to the development and establishment of desirable attitudes, abilities, and skills necessary for successful learning experiences for the M.R. child. Fall.

471 The Teaching of Reading

(ECE, MG)

(3-4-5)

Prerequisites: EDU 304, 335, 352, or 462-463.

A systematic coverage of the teaching of reading, including methods, techniques, and materials. Fall, Spring.

472 Diagnostic-Prescriptive Reading

Instruction

(3-4-5)

Prerequisite: EDU 471.

An examination of reading difficulties encountered in the classroom. Emphasis on diagnostic-prescriptive teaching. Experience in utilization of informal diagnostic instruments and tutoring individual students in reading skills. Fall, Winter,

475 Reading in the Content Areas (4-2-5)

Emphasis on the problems associated with content area reading and strategies for solving these problems. Focus is on adjusting reading instruction to any content area and/or cultural group through appropriate teaching techniques. Most useful at grade levels where content areas are stressed. Winter, Summer.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

491, 492 Seminar in Education (ECE, MG) (5-0-5)

Scheduled concurrently with EDU 433/435. Study and discussion of problems emerging from experiences in student teaching; planning school programs; place and responsibility of teaching in school. Fall, Winter, Spring.

493 Seminar in Education (K-12) (5-0-5)

Scheduled concurrently with EDU 434. Current literature, exploration and clarification of questions important to the teacher of students. Fall, Winter, Spring.

494 Instructional Strategies (V-V-5)

Prerequisite: Permission of instructor.

The study of teaching/learning strategies in selected content areas, with focus on curricular trends and recent development in educational psychology. Quarterly.

495 Selected Topics (Variable)

Seminar and/or directed study on major issues, practices, and research in education. May be repeated for credit. Quarterly.

496 Undergraduate Internship (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

Physical Education (PED)**Activity Courses**

Courses 101-197 will meet graduation requirements.

101-119 Individual and Dual Activities (0-2-1)

Instructions in fundamental skills of those activities which may be for one or more persons. Examples of these activities are: archery, golf, tennis, and rebound tumbling. A variety offered quarterly.

121-139 Team Games (0-2-1)

Basic instruction in the fundamentals of those activities where two or more teams are involved. Examples of team sports are: basketball, softball, and volleyball. A variety offered quarterly.

141-159 Aquatics (0-2-1)

The teaching of basic fundamentals of swimming strokes and water safety which will enable an individual to enjoy water activities. Examples of these are: beginning swimming, aquatic games, senior lifesaving, and water safety instruction. A variety offered quarterly.

161-179 Rhythmical Activities (0-2-1)

The teaching of elementary forms of movement in relation to space with musical accompaniment. Examples are: modern dance, social/folk dance, and aerobic dance. A variety offered quarterly.

191 Physical and Mental Health (2-0-2)

Dissemination of materials and information concerning the areas of drug abuse, sex education, dental hygiene, smoking, and alcohol. Quarterly.

195 Sports Appreciation (2-0-2)

An appreciation of the major spectator sports in America today with an emphasis on becoming a more knowledgeable spectator through films, lectures, and visiting sports personalities of football, soccer, tennis, and volleyball. Fall.

196 Sports Appreciation (2-0-2)

An appreciation of the major spectator sports in America today with an emphasis on becoming a more knowledgeable spectator through films, lectures, and visiting sports personalities of basketball, bowling, gymnastics, and ice hockey. Winter.

197 Sports Appreciation (2-0-2)
An appreciation of the major spectator sports in America today with an emphasis on becoming a more knowledgeable spectator through films, lectures, and visiting sports personalities of baseball, golf, track, and swimming. Spring.

Professional Courses in Health and Physical Education (HPE)

200 Orientation and Foundations in Physical Education (1-0-1)
To orient beginning physical education majors by introducing them to the foundations of physical education through consideration of professional opportunities and evaluation of the competency needed by a physical education major.

300 First Aid and Athletic Injuries (4-2-5)
Emphasis in recognized first aid procedures and prevention and correction of accidents in athletic activities; the use of proper personal and field equipment, support methods, conditioning exercises, the medical examination, and therapeutic aids.

301 Folk/Square Dance, Social Dance, Aerobic Dance, Modern Dance (1-2-2)
Analysis of fundamental dance steps, formations, and techniques of the four dances.

302 Recreational Games, Camping, Bait and Fly Casting, Small Crafts (1-2-2)
A study of the leisure time activities, techniques used in bait and fly casting, safety precautions of small crafts, and camping procedures will be emphasized.

303 Tumbling/Gymnastics (1-2-2)
Fundamentals and practice in beginning tumbling and gymnastics apparatus. Emphasis placed on safety precautions.

304 Wrestling/Conditioning (1-2-2)
Fundamentals and practice in wrestling and conditioning techniques.

305 Handball, Racquetball, Squash (1-2-2)
Provides for skill, performance and techniques of teaching handball, racquetball, and squash.

306 Volleyball and Badminton (1-2-2)
Instruction and practice in fundamental skills and team play, emphasizing teaching methods and drills used by coaches.

307 Archery, Bowling, and Field Hockey (1-2-2)
Provides for skill, performance and techniques of teaching archery, bowling, and field hockey.

308 Swimming, Diving, Aquatic Games, and Pool Management (1-2-2)
Emphasis is placed on careful analysis of fundamentals as well as appropriate safety precautions and teaching techniques.

317 Personal Health (5-0-5)
Familiarizes the student with the relationship between personal, school, and community health. Emphasis is placed on personal, school, and community health services, discussion of the advances in sciences and the current trends, shifts in public health organizations, and practices at the local, state, national, and international level.

340 Kinesiology (3-0-3)
Mechanical analysis and application of the physical and physiological principles involved in human motion. Physical laws governing the manipulation of objects in sports.

351-A Physical Education in the Schools - (ECE) (4-2-5)
Theory and current practice of physical education in the public schools. Designed to meet requirement for certification.

-or-

351-B Physical Education in the Schools - (MG) (4-2-5)
Theory and current practice of physical education in the public schools. Designed to meet requirement for certification.

-or-

351-C Physical Education in the Schools (K-12) (4-2-5)
Theory and current practice of physical education in the public schools. Designed to meet requirement for certification.

353 Organization and Materials of the School Health Program (4-2-5)
The organization and administration of the total school health program is presented. Suggestions of a practical nature are presented which will enable administrators, faculty, and staff to provide a quality school health program.

360 History and Principles of Physical Education (5-0-5)

Historical and scientific background of the practices in health and physical education.

370 Instructional Strategies in Swimming and Diving Techniques (1-2-2)

Mechanics and theory are taught with the current rules of appropriate governing bodies. Strategies are included.

371 Instructional Strategies in Baseball and Softball (1-2-2)

Provides for skill, performance and coaching techniques for sports of baseball and softball.

372 Instructional Strategies in Track and Field and Cross-Country (1-2-2)

Provides for skill, performance and coaching techniques for sports of track and field and cross-country.

373 Instructional Strategies in Golf and Tennis (1-2-2)

Provides for skill, performance and coaching techniques for sports of golf and tennis.

374 Instructional Strategies in Basketball (1-2-2)

Instruction and practice in fundamental skills and team plan, emphasizing current methods and drills. Organized to focus on advanced strategies.

375 Instructional Strategies in Soccer and Football (1-2-2)

Provides for skill, performance and coaching techniques for sports of soccer and football.

380 Organization and Administration of Physical Education and Athletics (4-2-5)

Practice and policies in establishing and administering physical education and athletics. Care and maintenance of equipment are included in this course.

383 Measurement and Evaluation in Physical Education (2-2-3)

Methods in evaluating and testing physical education activities with procedures to be used in evaluation of these tests. Includes statistical analysis.

385 Dance Perspectives (4-2-5)

A study of the nature of dance as an art form and as an educational and therapeutic vehicle.

The course is designed to increase the student's knowledge of the many facets of dance. This class involves lectures, seminars, and studio experiences.

392 Exercise Physiology (4-2-5)

Physiological changes in the human organism due to physical exercise in stress situations.

400 Curriculum Development in Physical Education (5-0-5)

Determination of curriculum content and planning instructional programs in physical education.

415 Problems in Physical Education and Athletics (4-2-5)

The in-depth study of cases in which there are many different solutions based on sound principles in physical education and athletics.

456 Materials and Methods in Physical Education (4-2-5)

Provides the student with an integrated study of the theory, methodology, and instructional materials in the area of physical education.

488 Adapted Physical Education (4-2-5)

Examination of physical education programs for the handicapped. Emphasis will be on identification, program organization, and evaluation procedures.

489 Legal Aspects of Physical Education and Athletics (5-0-5)

A study of court cases pertaining to physical education and athletics. Designed to teach what precedents have been set in various situations that are job-related.

495 Selected Topics (1-5 Credit Hours)

By permission of the Chairman of Physical Education Department.



Graduate Studies

Graduate Programs

Master of Business Administration

Concentrations in Accounting, Administration, Health Services Administration.

Master of Education

Administration and Supervision; Elementary Education: Concentrations in Early Childhood Education, Middle Grades Education; Health Services; Reading Education; Secondary Education: Concentrations in English, Mathematics, Social Sciences; Special Education: Concentrations in Mental Retardation, Learning Disabilities, Interrelated

Master of Science

Major in Psychology

Specialist in Education

Administration and Supervision; Early Childhood Education; Middle Grades Education; Reading Education; Secondary Education: Concentrations in English, Mathematics, Social Sciences; Special Education: Concentrations in Mental Retardation, Learning Disabilities, Interrelated

Paralegal Certificate

Co-operative Programs—(University of Georgia)

Master of Vocational Education

Agricultural Education; Business Education; Distributive Education; Health Occupations Education; Home Economics Education; Industrial Arts Education; Trade and Industrial Education; Vocational Education

Specialist in Vocational Education

Agricultural Education; Business Education; Distributive Education; Home Economics Education; Industrial Arts Education; Trade and Industrial Education; Vocational Education

Doctor of Education

Adult Education

Co-operative Program—(Georgia State University)

Doctor of Philosophy in Educational Leadership

Educational Administration and Supervision

Graduate Admissions

Augusta College is eager to assist prospective students. Office personnel are available from 8 a.m. to 4:30 p.m. Monday through Friday, to provide general information, applications, catalogs, and specific information about college programs and admissions procedures.

Graduate applications to Augusta College are considered on an individual basis. After all required data have been received, applicants will be notified by letter of the action taken. Although the University System of Georgia sets certain minimum standards for admission, the individual institutions retain the right to impose additional requirements. Accordingly, the college reserves the right to refuse admission to any applicant who, in its judgment, is not qualified to pursue graduate-level work at Augusta College. Such a decision may be based on a variety of factors: social maturity, character, or intellectual potential as indicated by appropriate tests.

Similarly, the college reserves the right to determine the level of admission. Clearly, some students will meet all admission standards and will enter as regular graduate students. Other students who fail to meet one or more of the admission standards may be admitted as provisional graduate students or as non-degree students.

Application Materials and Bulletin

Candidates seeking admission to the college must file an official application for admission with the Office of the Dean of the appropriate school. Applications and bulletins are free of charge and may be requested by mail, by telephone, or by

visiting the office. The mailing address is 2500 Walton Way (10), Augusta, Georgia 30910. Telephone number (404) 737-1405. Students are encouraged to visit the campus. However, an appointment is recommended if a campus tour or interview is desired.

Application Deadline and Fee

The application form and all supporting documents must be received by the Office of the Dean of the appropriate school no later than 30 days before the beginning of the quarter in which the applicant wishes to enroll. A \$10 nonrefundable application fee must accompany the application.

Because of additional time required for processing, foreign student applicants are encouraged to apply well in advance of the application deadline. A student who does not register in the quarter for which he is admitted and who wishes to attend a later quarter must notify the Office of the Dean of the appropriate school at least 30 days prior to the desired quarter of entrance. If one year has expired since the initial application and the student has not yet attended, it will be necessary to reapply.

Documents Required for Admission

It is the responsibility of the applicant to request that documents required for admission be forwarded to the Office of the Dean of the appropriate school. These documents become the property of the college and are not returned to the applicant. Candidates are considered when all required documents have been received, and they are notified of a decision by mail.

The following must be submitted to the Office of the Dean when applying for graduate admission:

1. A formal application and \$10 application fee.
2. Two official transcripts from each college attended. The two transcripts must be sent directly from the issuing agency to the Office of the Dean Augusta College, Augusta, GA 30910. Graduates of Augusta College will submit only official transcripts of college credits earned elsewhere after graduation from Augusta College.
3. Three letters of recommendation from former teachers or other non-relatives who have direct knowledge of the applicant's potential to succeed at and benefit from a graduate program.
4. An official copy of scores on the national standardized examination appropriate to the degree objective. Applicants for the Master of Business Administration program must submit scores on the Graduate Management Admission Test (GMAT). Master of Education applicants may submit scores on the Common Examinations (WCET) of the National Teacher Examinations (NTE) for the forms of the examination in use prior to fall, 1982. Alternatively, Master of Education applicants may submit scores for the Graduate Record Examinations (GRE) General (Aptitude) Test or the Miller Analogies Test (MAT). Specialist in Education applicants may submit NTE Common Examination (WCET) scores for a form of the examinations in use prior to fall, 1982, or an NTE Area Examination score. Instead of submitting NTE (WCET) or area exam scores, the Specialist in Education applicant may submit either a GRE General (Aptitude) score or an MAT score. Applicants seeking a Master of Science with a major in psychology must submit scores on the GRE Aptitude Test. The scores must not be more than five years old. They must be sent directly from the issuing agency to the Office of the appropriate Dean.
5. Foreign students whose native language is other than English are also

required to submit the examination scores of the Test of English as a Foreign Language (TOEFL) and a financial statement form provided by the Office of Admissions.

Evaluation of Transfer Credit

An evaluation of graduate course work taken at a regionally accredited college or university is made by the Augusta College school or department which has primary responsibility for the applicant's degree program. Course work used to fulfill a degree requirement elsewhere cannot be counted toward a graduate degree at Augusta College. No more than 15 quarter credit hours or their equivalents can be transferred and applied toward a master's degree. No more than 10 quarter credit hours or their equivalents can be transferred and applied toward the Specialist in Education degree.

Foreign Students

Special information and application materials for the foreign student may be obtained upon request from the Office of Admissions. In addition to satisfying the regular requirements for admission, foreign candidates must provide documented evidence of adequate financial support to meet educational and personal expenses and demonstrate adequate oral and written proficiency in English.

Foreign students are required to take the Test of English as a Foreign Language (TOEFL). A minimum total score of 550 is required for admission consideration.

Because additional processing time is required, the foreign student should submit the application and all supporting documents at least ninety (90) days prior to the desired quarter of entrance. All correspondence to the college should be sent air mail, and foreign educational certificates and diplomas should include English translations. The Certificate of Eligibility (Form I-20) cannot be forwarded to the foreign applicant until an offer of acceptance has been extended.

Transient Students

A transient graduate student is a graduate-degree candidate at another institution who is granted the privilege of temporary registration at Augusta College for one quarter. He may renew his status for a second quarter or apply for admission as a regular degree candidate.

Each applicant for admission as a transient student must (1) file a completed application form, and (2) submit a letter stating that the student is in good standing from the registrar of the college in which he is enrolled.

Admission as a Non-Degree Student

A non-degree student is a classification reserved for students interested in enrolling at Augusta College without pursuing a graduate degree. The non-degree student may be classified as a transient graduate student or as a post-baccalaureate or post-graduate student.

Former Student Readmission

A former Augusta College student who

has been enrolled at Augusta College as a post-baccalaureate, post-graduate, or graduate student has an active record for two years, fall-summer registrations. A former student who has not been enrolled during the academic year or filed an application to return and has not attended another accredited institution subsequent to the last enrollment at Augusta College must file a former student application form with the Office of Admissions and Records. While there is no application fee required, the former student application should be filed at least 30 days prior to the desired quarter of entrance. The application form may be obtained by calling or visiting the Office of Admissions and Records or the Office of the Dean.

Admissions Notification

Applicants to the college will be notified by letter as to the conditions of their acceptance. An additional mailing will contain orientation and registration dates and the name of the faculty advisor.

The college retains the right to release admissions decisions to colleges.

Graduate Regulations

The academic programs of Augusta College are offered through the School of Business Administration, the School of Education and the School of Arts and Sciences. These units, including the appropriate departments, furnish the basic organization of the faculty and provide the framework for the generation and maintenance of quality education in the variety of courses and programs listed in this bulletin.

The Academic Policies Committee serves as the major source for recommendations to the faculty on policies in these areas. The faculty reserves the right to recommend changes in curricula, and in rules, at any time when in its judgement such changes are in the best interest of the student and Augusta College.

Registration at Augusta College involves the student's acceptance of the official academic regulations. The student is expected to follow the program outlined by his school or department and should do sufficient planning, in consultation with his faculty advisor, to avoid scheduling difficulties which may impede his normal academic progress.

Student Records

Permanent academic records are maintained by the Registrar in the Office of Student Records located on the main floor in Payne Hall. Under the provisions of the Family Educational Rights and Privacy Act of 1974 (often referred to as the "Buckley Amendment"), a student attending a post-secondary educational institution may examine his permanent record maintained by the institution to assure the accuracy of its contents. This Act also provides that no personally identifiable information will

be released to any party not authorized to have access to such information without the written consent of the student.

Unit of Credit

Augusta College is organized on the quarter system. Each of the three quarters in the regular session extends over a period of approximately 11 weeks, which includes 10 weeks of instruction. The summer session is 10 weeks.

The quarter hour is the unit of credit in any course. It represents a recitation period of one fifty-minute period a week for a quarter. A course meeting five periods a week would thus give credit of 5 quarter hours when completed satisfactorily. For credit purposes, two laboratory or activity periods are counted as the equivalent of one recitation class period.

A student may not receive additional hours of credit if he repeats a course in which he has already earned credit.

Student Load

A full course load for graduate students, or for any student enrolled in 600 or 700-level courses, is 10 quarter hours. It usually will be less for graduate student assistants.

More than 15 quarter hours of enrollment is permitted only when the additional one or two hours are other than typical course work. Any exception to the 10 quarter hour course load for graduate students must be recommended by the student's advisor, supported by the graduate coordinator or department chairperson, and approved by the dean of the appropriate school in advance. In no case will a stu-

dent enrolled in any number of graduate hours be permitted to enroll in more than 17 quarter hours.

Augusta College Transient and Co-enrolled Students

An Augusta College student must be in good standing and must obtain prior approval to enroll in any and all credit courses at any other institution as a transient or co-enrolled student. This prior approval of each course must be obtained from the Augusta College department or school that offers a course most comparable to the one that will be taken elsewhere.

A student who has attempted a course at Augusta College and received a penalty grade in that course may not take the course as a transient or co-enrolled student at another institution.

A statement granting permission to attend another accredited institution will be provided by the Augusta College Registrar after departmental or school approval and approval of the dean of the appropriate school.

Auditors

A student who has been admitted to Augusta College may be permitted to enroll in credit courses as an auditor on a non-credit basis. However, a student may not change his status from credit to audit or vice versa during the course. Credit may not be earned in courses taken as an auditor except by re-enrollment for credit in, and completion of, the course with a satisfactory grade.

An auditor is assumed to be seriously interested in courses that he audits. Therefore, students enrolled as auditors are expected to attend class regularly and perform such other tasks as may be assigned by the instructor. Auditors who do not attend regularly will be dropped from the class without penalty.

Course Changes

Courses may be dropped and (or) added only upon the approval of the student's faculty advisor. Course changes are not to be made at the whim of the student. In the

case of the course changes, the student must initiate an "Add-Drop" form which can be obtained from the academic advisor.

The last day for late registration, as given in the college calendar, shall be the last day a student may enroll in a class.

Substitution of Courses

Each student is responsible for following the requirements of his selected program as specified in the bulletin and in accordance with the regulations of the bulletin. Variations in course requirements are permitted only upon petition and the written approval of the chairman of the department responsible for the required course and the appropriate dean. A copy of the proposed change to the program of study will be forwarded to the Office of the Registrar for filing. Variations from course requirements are approved only under exceptional circumstances and only in cases where courses of the same academic value and type can be substituted.

Graduate Grading System

Grade

A	Excellent.....	4.0
B	Good.....	3.0
C	Poor.....	2.0
D	Unsatisfactory.....	1.0
F	Failure.....	0.0
WF	Withdrew, failing.....	0.0

The following symbols are used in the cases indicated, but are not included in the determination of the grade point average:

- I Incomplete—Student doing satisfactory work, but for non-academic reasons beyond the control of the student, was unable to meet the full requirements of the course. The maximum time for completing course work to remove an I is one quarter; otherwise, the I will be automatically changed to F. In the cases of theses, practicums, and internships, an I must be removed within one calendar year, or it will be changed to F.
- W Withdrawal, without penalty—The W will be assigned if the student officially

withdraws from the course at midterm or before. A grade of WF will be assigned after midterm unless the student withdraws because of non-academic hardship and has a passing average at the time of withdrawal.

S* Satisfactory—Indicates satisfactory completion of degree requirements other than academic course work.

U* Unsatisfactory—Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work.

V Audit—Indicates that the student was enrolled in the course as an auditor. Students may not transfer from audit to credit status or vice versa.

K Credit by examination.

*These symbols are used for dissertation and thesis hours, clinical practicum, internship, and proficiency requirements in graduate programs, and the following graduate or graduate creditable courses:

EDU 500	Teacher Inquiry
EDU 677	Practicum in Remedial Reading I
EDU 678	Practicum in Remedial Reading II
EDU 735	Practicum in Education
EDU 737	Practicum with Exceptional Learners
EDU 797	Internship in Education
EDU 799	Applied Project in Education
HSA 799	Internship-Practicum and Research
MAT 500	Quantitative Techniques for Administrative Problems
PSY 696	Externship/Internship
PSY 699	Research and Thesis

An average of B must be maintained on all courses attempted in a degree program.

Withdrawal From Class

The responsibility for initiating a withdrawal resides with the student. The student must have the written approval of his advisor before withdrawing from a course. Forms for initiating a withdrawal may be obtained from the Office of Student Records. An instructor may withdraw a student for excessive absence.

Class Attendance

The resources of Augusta College are provided for the intellectual growth and development of the students who attend. A schedule of courses is provided for the students and faculty to facilitate an orderly arrangement of the program of instruction. The fact that classes are scheduled is evidence that attendance is important and students should, therefore, maintain regular attendance if they are to attain maximum success in the pursuit of their studies.

It is recognized that the degree of class attendance may vary with the student, the professor, or the course. It is also recognized that, on occasions, it may be necessary for the student to be absent from scheduled classes or laboratories for personal reasons. On such occasions, all matters related to student's absences, including the making up of work missed, are to be arranged between the student and the professor.

All professors will, at the beginning of each quarter, make a clear statement to all their classes regarding their policies in handling absences. Professors will also be responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each course professor.

A student must not be absent from announced quizzes, laboratory periods, or final examinations unless the reasons for the absences are acceptable to the concerned professors. Students should also understand that they are responsible for the academic consequences of his absences.

After the equivalent of one week of absences from a class, regardless of cause, the student is subject to being dropped from the class by the instructor. A student so withdrawn may appear before a board of review appointed by the Academic Policies Committee for reinstatement. In the event a student is reinstated, he is fully responsible for making up all work missed while his case was pending.

Grade Changes

Any grade changes must be accomplished within the quarter immediately following the quarter in which the grade was originally reported unless the course has been programmatically excluded from this requirement by the dean of the appropriate school or department chairman of the unit in which the course is offered.

Student Grievances

The policy for consideration of student grievances of an academic nature can be found in the Augusta College Student Handbook.

Academic Standing

Determination of academic standing is based upon a student's cumulative grade point average, which is computed by dividing the number of hours attempted in which a grade of A, B, C, D, E, F or WF has been received into the number of grade points earned on those hours scheduled. An average of 3.0 (B) must be maintained on all courses attempted in a graduate program.

Academic Honesty

In an academic community, honesty and integrity must prevail. It must be so if the work done and the honors awarded are to receive their just respect. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members.

Definition

Academic honesty requires the presentation for evaluation and credit of one's own work, and not the work of others. In general, academic honesty excludes:

1. Cheating on an examination of any type: giving or receiving, offering or soliciting information on any examination. This includes the following:
 - a. Copying from another student's paper.

- b. Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.
 - c. Collaboration with another student during an examination.
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any other material purported to be the unreleased contents of an upcoming examination, or the use of any such material.
 - e. Substituting for another person during an examination or allowing such substitution for oneself.
 - f. Bribery of any person to obtain examination information.
2. Plagiarism is the failure to acknowledge indebtedness; it is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
3. Collusion: Collaboration (either professional or amateur) with another person in the preparation or editing of notes, themes, reports or other written work or in laboratory work offered for evaluation and credit unless such collaboration is specifically approved in advance by the instructor.
4. Credential misrepresentation: This involves the use of false or misleading statements in order to gain admission to Augusta College or to gain employment at Augusta College. It also involves the use of false or misleading statements in an effort to obtain employment or college admission elsewhere, while one is enrolled or employed at Augusta College.

Faculty Responsibility

It is the duty of the faculty to practice and preserve academic honesty and to encourage it among students. The instructor

should clarify any situation peculiar to the course that may differ from the generally stated policy. He should furthermore endeavor to make explicit the intent and purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty. It is the responsibility of the faculty member to provide for appropriate supervision of examinations.

Student Responsibility

It is the duty of the student to practice and preserve academic honesty. If the student has any doubt about an item or situation, he should consult with his instructor.

Procedures

Any faculty member who encounters a violation of academic honesty by a student shall:

1. Discreetly confront the student and make the charges known.
2. Discuss the matter thoroughly with the student so that each position is clearly delineated.
3. If upon completion of this discussion the faculty member feels that punitive action stronger than an admonition is warranted, he will report the matter to the chairman of the department where the alleged violation occurred.
4. Each reported violation will be reviewed departmentally, and if it is clearly established that indeed a violation of academic honesty has occurred, a report outlining the offense will be submitted to the appropriate dean.

The dean shall:

1. Review each alleged violation of academic honesty.
2. If warranted, prescribe punitive action according to the following guidelines:
 - a. First Offense: Recommend to the instructor that the student be withdrawn from the course in which the violation occurred with a grade of F. Note the violation in the dean's file; this notation would under no circumstances be made available as a

portion of the student's permanent record and shall be destroyed upon completion of the student's course of study.

- b. Second Offense: Recommend to the instructor that the student be withdrawn from the course in which the violation occurred with the grade of F. The second violation shall result in automatic expulsion from Augusta College.
3. Notify the student in writing of the action taken and clearly explain the student's due process of appeal.
4. Notify the involved faculty member in writing of the action taken.
5. Direct the Registrar to initiate the proper withdrawal procedure and, in the case of a second offense, to enter the word "expelled" on the student's permanent record.
6. Maintain administrative records of all matters pertaining to violations of academic honesty.

Appeal Procedure

Should the student desire to appeal the decision for punitive action, he may request the office of the Dean of Students to arrange a hearing before the Student-Faculty Judiciary. In the event the student is dissatisfied with the findings of the Student-Faculty Judiciary, he may direct his complaint in writing to the President of Augusta College. Should he be dissatisfied with the president's decision, he may apply to the Board of Regents, without prejudice to his position, for a review of the decision.

Course Numbering

Graduate courses are assigned numbers from 500 to 799. Courses in the 500 series, although designed for the graduate student who needs to satisfy prerequisite requirements, are open to selected undergraduate seniors and are designed to prepare the student for further study. Courses in the 600 to 700 series are open to graduate students and post-baccalaureate students. Courses with 700 numbers may have courses in the 600 series as prerequisites.

A master's student may enroll for graduate credit in certain specific courses which bear numbers from 400 to 499, inclusively. All courses that may be taken for graduate credit have an asterisk after the title in the catalog course description. No 400-level course may be used for graduate work unless its undergraduate enrollment is restricted to junior and senior students.

In no case may a student include more than fifteen quarter hours of work in courses whose levels are less than 600 to satisfy the sixty quarter credit hours minimum requirement for a master's program.

Any eligible student who wishes to earn graduate credit in a dual-listed course must enroll at the 600 level. No graduate credit may be earned in any dual-listed course if the student is enrolled in it at the 400 level.

The Area Teacher Education Service (ATES)

Persons wishing to take ATES courses should apply for admission to the college prior to the deadline for admission or have been formerly admitted and be in good standing. The college makes no prior commitment that courses taken in the ATES program will apply toward a degree. However, courses successfully completed in ATES may be applied toward a degree provided: (1) appropriate graduate admission is held at the time of enrollment in the course(s); (2) the student has cleared all plans with his advisor and received approval to include the course in a planned program of study.

Course credit to be applied toward a degree at Augusta College must be taken under the provisions outlined under **Graduate Admission**. A maximum of fifteen quarter hours of ATES credit may be applied toward a master's degree at the college. Students desiring degree credit should obtain approval of their advisor and register for ATES courses which are cross-listed by Augusta College or submit course substitutions requests for other ATES courses.

Graduation Requirements

Degrees are conferred formally at the close

of the spring quarter (in June) and at the close of the summer quarter (in August). Students who complete all requirements for the degree by the end of the fall or winter quarters receive degrees in June. Unless excused in writing by the dean of the appropriate school, degree candidates must attend graduation exercises.

A candidate for graduation is subject to requirements in effect at the time of initial enrollment. However, a student who is not enrolled for two or more consecutive years must satisfy requirements in effect at the time of his re-admission.

A student returning to Augusta College, after having transferred to another institution for two or more quarters, must comply with degree requirements in effect at time of re-admission.

Master's Degree Requirements

Admission Policies

For admission to graduate study, the applicant must have completed requirements for the bachelor's degree in a regionally accredited college with a grade point average of not less than 2.5 on a 4.0 scale and attained satisfactory scores on the Graduate Management Admissions Test, Graduate Record Examinations General (Aptitude) Test, Miller Analogies Test, or National Teacher Examinations Common Examinations (WCET) of the form in use prior to fall, 1982, as appropriate. The score must not be more than five years old. If the applicant's undergraduate major was not in the proposed field of study or if necessary preparation has not otherwise been completed, the school or department offering the graduate program may stipulate additional admission prerequisites. Letters of recommendation and transcripts should be forwarded to the office of the Director of Admissions.

Those who fail to meet one or more of the standards required for admission or who do not wish to pursue a degree program may be admitted under conditions specified at the time of admission by the

school dean or department chairman or the school or department coordinator of the graduate program in which the student plans to take the primary concentration.

Advisement

Upon admission to graduate study for the master's degree, each student will be assigned an advisor by his school dean or department chairman. The preferences of the student for a particular advisor should be considered. Prior to the comprehensive examinations, each student will be assigned an advisory committee. This committee will ordinarily consist of the student's advisor, at least one other member of the faculty from the school or department of specialization, and at least one other faculty member outside that school or department.

Admission to Programs

Provisional graduate students must petition the dean of their school through their academic advisors to be admitted to a particular course of study leading to a master's degree on or before the time they complete fifteen quarter hours of admissible graduate credit. In any case, no more than 15 quarter hours of graduate credit earned prior to the student's being accepted as a regular graduate student may be counted toward a graduate degree program.

Admission to Candidacy

An application for admission to candidacy for a master's degree should be submitted to the dean of the appropriate school not earlier than the completion of fifteen quarter hours of satisfactory graduate work, and not later than the first week of the final quarter in which the student is to be enrolled.

To be admitted to candidacy, a student must have satisfactory test scores, acceptable quality work, classification as a regular graduate student, and the approval of his school or major department.

See individual programs for specific requirements for admission to candidacy.

Required Hours

For those master's programs which require a thesis, the minimum number of hours for graduation is forty-five quarter hours plus fifteen quarter hours credit for theses. Thirty of these credit hours must be in the major field. For those master's programs which do not require a thesis, sixty hours is the minimum, with a minimum of forty credit hours in the major field.

In compliance with the University System of Georgia policy, a minimum of one-half of the hours required for the degree must be earned in residence. A maximum of one-half of the hours required for the degree may be earned in courses offered off campus, including courses offered through the Area Teacher Education Services.

The non-thesis Master of Science program for students who major in psychology requires 15 quarter hours of credit for PSY 696 (**Internship/Externship**), and it is recommended also that the student acquire professional competence in his chosen area of specialization either through the internship or other appropriate experience.

Residence

No more than fifteen quarter hours of credits or their equivalents can be transferred from another institution. The student must be registered in the college during the quarter in which he completes his requirements for graduation. The total number of hours to be transferred must be recommended by the school or department offering the degree program.

Time Limit

All work including the thesis and the comprehensive examinations must be completed within a six-year period. This period includes work accepted for transfer and accepted through ATEs.

Language Requirements

Each department or school offering a major in the M.S. program will provide its core requirements for an appropriate re-

search tool. Examples of such would include one or more courses in computer science, research methodology, or statistics, or a means of measuring reading competency in a foreign language. If applicable, the Department of Languages and Literature will approve and, if appropriate, administer the examinations which measure language reading competency.

Thesis

A thesis may be required for the M.S. degrees. The thesis must meet the standards set by the school. Any student following the thesis option will be guided in his thesis work by his advisory committee. When appropriate the student must file three typewritten copies of the thesis (original and two carbons) signed by the advisor and the dean of the appropriate school with the office of the dean of the school not later than two weeks prior to the date of graduation. (The school may require these theses to be bound at the student's expense). One copy at least should be permanently filed in the library.

A non-thesis option is applicable to the Master of Science degree. The non-thesis option is departmental; it is not an individual's option except as departmentally approved. The M.B.A. and the M.E.D. degrees do not require theses.

Comprehensive Examination

Each student is required to take a comprehensive examination which is oral and/or written at the discretion of the school or department. The examination covers all work prescribed by the student's program and is administered by his advisory committee. An outside member of the faculty will be present for the evaluation of the student via comprehensive examination and/or the defense of the thesis. This representation shall be from a different school or department other than that of the student. The student must be registered at the time of his examination.

Application for Graduation

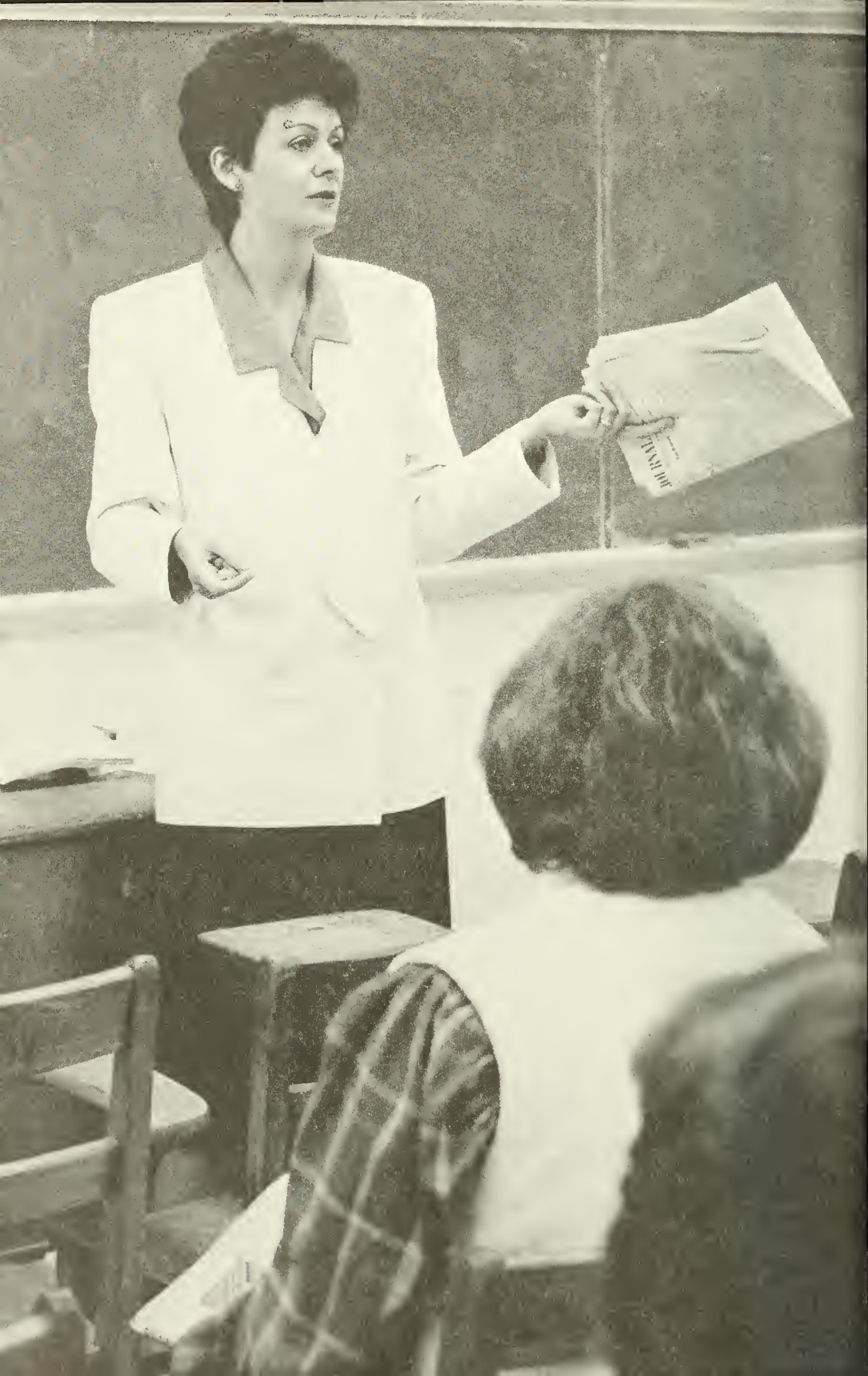
The application must be completed and filed with the registrar no later than the mid-term date of the quarter preceding the final quarter of course work.

Payment of Financial Obligation

No student will be permitted to graduate if he is in default on any payment due to the college.

Faculty Approval

Students must be approved formally for graduation by the faculty.



Master of Business Administration Degree Program

An Overview

Items to be submitted by master's degree applicants:

1. Application for Graduate Study.
2. Fee of \$10.00 check or money order (not required if previously admitted to Augusta College as a post-baccalaureate student).
3. Two official transcripts from each institution attended.
4. Official scores on the Graduate Management Admission Test (GMAT).

Admission Criteria for Master's Degree Program

Post-baccalaureate Status

Students planning to enroll in the M.B.A. program may be admitted for post-baccalaureate study upon submitting: (1) an Application for Admission to a Graduate Program; (2) a fee payment of \$10.00; and, (3) two copies of transcripts from each accredited school and university attended.

Post-baccalaureate students will **not** be allowed to enroll in any graduate courses at the 500 level or above. Post-baccalaureate students may elect to satisfy certain prerequisite M.B.A. course requirements by taking undergraduate courses as recommended by their advisor.

Graduate Student Status

Determination of eligibility for admission to the graduate program in business is based primarily on: (1) a satisfactory grade point average; and, (2) an acceptable score

on the Graduate Management Admission Test (GMAT). A formula, set by the accrediting body for business schools, is used to compute an eligibility index score. Usually an undergraduate grade point average of at least 2.5 on a 4.0 scale and a GMAT score of 450 or over is required. A determination of eligibility for graduate admission cannot be made until all the documentation as listed on the Application for Admission to a Graduate Program is received. Unless special permission is received, only those students granted graduate status may enroll in graduate level courses.

Those students who have been denied admission to the graduate program in business and believe there are extenuating circumstances influencing their eligibility may submit a letter appealing their denial to the Coordinator of Graduate Programs in Business. This appeal will be heard by a special committee of the School of Business Administration.

GMAT

The Graduate Management Admission Test is a standardized examination administered by the Educational Testing Service. The test is given four times a year at locations throughout the country, including Augusta College. A prospective student's score on the GMAT is required before an evaluation for admittance can be made. The test is designed to assess the qualifications of applicants for advanced study in business and management. The test does not measure specific knowledge obtained in college course work or achievement in any particular subject area. The test does cover basic mathematical skills and the ability

to reason quantitatively as well as reading comprehension and writing ability. Those persons taking the test should indicate on the test application form that their scores should be reported to the School of Business Administration at Augusta College. **The test must be taken and scores reported prior to the time of desired enrollment.**

Applications to take this test and more detailed information about it can be obtained from either the Coordinator of Graduate Business Programs at Augusta College or by writing to: Graduate Management Admission Test, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey 08541.

Master of Business Administration

The principal objectives of the Master of Business Administration degree are as follows:

1. To provide a modern, management-science-oriented program enabling the graduate to apply the more advanced techniques of decision-making now essential in the operation of business and other organizations.
2. To require that each candidate for the M.B.A. degree become well prepared in all of the functional areas of business and institutional administration.
3. To assure by careful control of admission and instructional standards that persons awarded the degree by Augusta College have achieved a high level of excellence.
4. To permit the fulfillment of appropriate roles in interinstitutional cooperation with the Medical College of Georgia with the establishment of a concentration in health services administration.

A student entering the program with the Bachelor of Business Administration degree normally will be able to complete the Master of Business Administration degree with as few as 56 quarter hours. The program, however, is designed to accommodate students from other backgrounds and a series of prerequisite courses in the 500 sequence is offered to provide these students the necessary background in a

Common Body of Knowledge (CBK) required by the accrediting association for schools of business, the American Assembly of Collegiate Schools of Business. The particular courses required for an individual student are determined in consultation with an advisor and are influenced by the student's previous academic experience. The prerequisite requirements can also be satisfied with approved undergraduate courses.

500 level courses are as follows:

Prerequisite Courses

MAT 500	Quantitative Techniques for Administrative Problems 5 credit hours
ECN 501	Economic Concepts 5 credit hours
ACC 502	Financial Accounting for Managerial Control 5 credit hours
FIN 503	Elements of Managerial Accounting & Finance 5 credit hours
MKT 504	Marketing Theory 3 credit hours
MGT 505	Production Management 3 credit hours
MGT 506	Management Process 5 credit hours
BUS 507	Business, Government, and Society 3 credit hours
BUS 508	Business Information Systems 3 credit hours

The particular courses required for an individual student are determined in consultation with an advisor in the School of Business Administration and are influenced by the student's previous academic experience. The prerequisite requirements can also be satisfied with approved undergraduate courses.

Breadth Course Requirements

Each M.B.A. candidate must take eight breadth courses (36 quarter credit hours) as follows:

ECN 601	Economic Topics & Issues for Managers 5 credit hours
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ACC 602	Accounting Systems for Planning and Control 5 credit hours
FIN 603	Managerial Finance 5 credit hours
MKT 604	Marketing Management 5 credit hours
MGT 605	Operational Planning and Data Analysis 5 credit hours
MGT 707	Organization and Management Theory 5 credit hours
BUS 725	Organizational Policy and Control (1) 3 credit hours
BUS 726	Organizational Policy and Control (2) 3 credit hours

Elective Courses

Each student is required to take an additional 20 quarter credit hours in graduate creditable courses to complete the program. The precise courses will be determined in consultation with the advisor. No more than 10 hours may be elected from fields other than those taught in the School of Business Administration. Students may choose an emphasis in one of three different concentrations: (1) administration, (2) accounting, and (3) health services administration.

The Administration Concentration

An administration concentration within the M.B.A. program is developed by a selection of 20 hours from the following courses in consultation with the student's advisor.

	Quarter Hours
BSL 591	Legal Environment of Business I.....5
BSL 592	Legal Environment of Business II.....5
BSL 593	Administrative Law5
ECN 595	Selected Topics in EconomicsVariable
BUS 599	Research in Business AdministrationVariable

ECN 599	Research in EconomicsVariable
MGT 606	Organizational Behavior.....5
MKT 608	Logistics Problems5
MGT 611	Individual and Organizational Effectiveness.....5
FIN 621	Security Analysis and Portfolio Management5
BUS 695	Selected TopicsVariable
BUS 699	Graduate Research in Business Administration.....Variable
ECN 699	Graduate Research in EconomicsVariable
MGT 709	Operations Research and Systems Analysis.....5
ECN 710	Macroeconomic Theory and Public Policy.....5
ECN 711	Econometrics5
BUS 712	Special Problems5
ECN 713	Special Problems in Economics5
BUS 714	International Business5
ECN 715	Business Conditions Analysis.....5
ACC 716	Corporate Applications of Accounting.....5

The Accounting Concentration

An accounting concentration within the M.B.A. program is developed by a selection of 20 hours from the following courses in consultation with an assigned graduate accounting advisor.

	Quarter Hours
ACC 614	Advanced Cost Accounting5
ACC 616	Advanced Accounting Theory5
ACC 621	Advanced Accounting I5
ACC 622	Advanced Accounting II.....5
ACC 651	Federal Income Taxation.....5
ACC 652	Advanced Federal Taxation.....5
ACC 671	Auditing5
ACC 672	Advanced Auditing5
BUS 695	Selected TopicsVariable
BUS 712	Special Problems5
ACC 716	Corporate Applications of Accounting.....5

It may be necessary to complete additional work in accounting theory prior to enrollment in graduate creditable courses

for the accounting concentration. The minimum non-graduate requirements are:

ACC 311, Accounting Theory I

ACC 312, Accounting Theory II

ACC 313, Accounting Theory III, or the equivalent.

A student will not be permitted to count for graduate credit any 400-level course completed while the student is classified as an undergraduate, or non-graduate student.

The Health Services Administration Concentration (HSA)

An HSA option within the M.B.A. program is developed by a selection of 20 quarter hours from the following courses in consultation with the student's advisor:*

	Quarter Hours
HSA 595 Selected Topics in Health Services Administration	Variable
HSA 599 Research in Health Administration	Variable
HSA 661 Medical-Legal Problems	5
HSA 662 Accounting and Finance for Health Institutions	5
HSA 663 Health Economics and Systems Planning	5
HSA 665 Health Care Marketing.....	5
HSA 695 Selected Topics in Health Care.....	Variable
HSA 771 Hospital Organization and Institutional Planning	5
HSA 773 Health Delivery Systems, Regulation and Control	5

HSA 774 Policies and Decision-Making in Health Care	5
HSA 775 Health Care Financial Analysis.....	5
HSA 799 Internship-Practicum and Research (May be substituted for certain of the above courses on approval of the student's advisor). A research thesis is normally required	5-15

*Certain courses offered by the Medical College of Georgia may be substituted with the approval of the student's advisor.

Medical College of Georgia Graduate Courses

HS 610 Departmental Systems and Management Concepts	3-5
HS 645 Health Information Systems	3

Transfer Credit: Up to 15 quarter hours may be transferred into the M.B.A. program provided they meet program requirements. Students desiring to transfer work from another college or university should contact the M.B.A. Coordinator.

Admission to Candidacy (M.B.A.)

Upon completion of 40 hours of graduate creditable course work, students should contact the Coordinator of Graduate Business Programs regarding admission to candidacy.



Master of Education Degree Program

An Overview

Items to be submitted by master's degree applicants:

1. Application for graduate study.
2. Fee of \$10.00 check or money order (not required if previously admitted to Augusta College as a post-baccalaureate student).
3. Two transcripts from each institution attended.
4. Official scores on the Common Examinations (WCET) for the form of the NTE in use prior to fall, 1982, the GRE General (Aptitude) test, or the Miller Analogies Test (MAT).

Admission Criteria for Master's Degree Programs

Regular Admission

For regular admission an applicant must present (1) a 2.5 on a 4.0 scale grade point average for all undergraduate work attempted and (2) an acceptable score on the General (Aptitude) Test of the Graduate Record Examinations, the Common Examinations (WCET) for the form of the National Teacher Examinations in use prior to fall, 1982, or the Miller Analogies Test. Applicants must hold an undergraduate degree from a regionally accredited college or university. For admission to some graduate majors, applicants must hold an undergraduate degree with a major in, or prerequisites for, the planned graduate field of study.

Provisional Admission

Applicants who do not have an acceptable undergraduate grade point average and/or do not have acceptable test scores may be considered for provisional admission. Provisional students will be required to complete 15 hours of graduate work at Augusta College with no grade of less than "B" to obtain regular admission status.

Minimum Requirements for Master's Degree Completion

A student must earn an overall grade point average of not less than 3.0 (B) on all graduate work attempted at Augusta College.

A minimum of 60 quarter hours of course work is required.

A student must take a minimum of 45 of the minimum required 60 quarter hours at Augusta College.

All work must be completed within a six-year period.

Research Requirement

All master's degree students are required to take an approved course in educational research.

Master of Education

The Master of Education program is designed for the teacher whose objective is to become a master teacher possessing the competencies and attributes needed to carry out responsibilities to the students in the classroom and meet the obligations of effective professional performances. In completing degree requirements, the student will demonstrate the ability to plan, conduct, and report on original and creative work related to the field of study. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Major programs may be chosen from administration and supervision, elementary education (options in early childhood education and middle grades), reading education, secondary education (concentrations in English, mathematics and social sciences), special education (concentrations in mental retardation, learning disabilities, and interrelated), and a concentration in Health Services. Each candidate for the Master of Education degree must pass a comprehensive examination in the area of specialization.

Admission to Candidacy (M.Ed.)

Specific requirements for admission to candidacy for the Master of Education degree are as follows:

1. Certification by the Dean of the School of Education that the student is eligible for the Georgia T-4 Certificate or equivalent. (Students who are not seeking certification must file a statement of intent with the application for admission to candidacy.)
2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his choice and has the ability to do acceptable work.
3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.

Major in Administration and Supervision

The Master of Education degree with a major in administration and supervision requires the satisfactory completion of 60 quarter hours of graduate courses. A program must be planned with the selection of courses being made in consultation with an advisor in the School of Education. Courses directly related to the area are:

Professional Education Courses — 20 hours

- EDU 602 Foundations of Education
- EDU 604 Tests and Measurements
- EDU 614 Advanced Educational Psychology
- EDU 637 Advanced Curriculum Development

Research — 5 hours

- EDU 658 Techniques of Research and Instruction or
- EDU 700 Methods of Educational Research

Area of Concentration — 25 hours

- EDU 713 Introduction to Supervision
- EDU 714 Instructional Supervision
- EDU 741 Fundamentals of Administration
- EDU 742 Educational Business Administration
- EDU 743 School Law
- EDU 744 Educational Personnel Administration
- EDU 745 Public School Finance
- EDU 797 Internship in Administration

Electives — 10 hours (Prior approval of advisor is required)

- EDU 640 Education of Exceptional Children
- EDU 651 Problems in Educational Administration (Supervision)
- EDU 674 Developing and Guiding Reading Programs
- EDU 715 Practicum in Supervision
- EDU 798 Instructional Competencies Sessions
- EDU 799 Applied Project in Education
- BUS 606 Organization Behavior

- POL 611 Principles of Public Administration
- POL 612 Governmental Organizations and Admin. Theory
- SOC 602 Group Dynamics

Major in Elementary Education

(Options in Early Childhood and Middle Grades)

The Master of Education degree in elementary education requires the satisfactory completion of a minimum of 60 quarter hours of graduate work. A program must be planned with selection of courses in an option of early childhood education or middle grades in consultation with an advisor in the appropriate area. EDU 640, marked with a double asterisk, is required unless a similar course has been completed at the undergraduate level. Courses marked with single asterisks are required of all degree candidates.

Professional Education Courses — 15-20 hours

- EDU 602 Foundations of Education (Historical, philosophical, and sociological)
- EDU 603 Development of Young Children
- *EDU 614 Advanced Educational Psychology
- *EDU 635 Principles of Curriculum Development (ECE, MG)

Research - 5 hours

- *EDU 700 Methods of Educational Research
- EDU 705 Statistical Methods in Education

Area of Concentration - 25 hours

ECE and MG options

- EDU 625 Teaching Mathematics (ECE, MG)
- *EDU 652 Development of Language and Communication Skills
- EDU 653 Teaching Science (ECE, MG)
- EDU 654 Teaching Social Studies (ECE, MG)
- EDU 671 Teaching of Reading (ECE, MG)
- EDU 672 Diagnosis and Correction of Reading Difficulties

- EDU 673 Materials and Methods in Reading
- EDU 674 Developing and Guiding Reading Programs
- EDU 675 Reading in the Content Areas
- EDU 694 Instructional Strategies
- EDU 771 Psychology of Reading (ECE, MG)
- EDU 797 Internship in Education OR
- *EDU 799 Applied Project in Education

A reading course appropriate to the student's preparation and career goals is required. In addition, whenever appropriate courses are available from disciplines other than Education, a student is encouraged to choose 10 hours of electives from those disciplines.

Electives — 5-10 hours

- EDU 604 Tests and Measurements
- EDU 605 Instructional Media
- EDU 606 The Middle School
- EDU 620 Fundamentals of Guidance
- **EDU 640 Education of Exceptional Children
- EDU 651 Problems in Education
- EDU 660 Characteristics of the Gifted
- EDU 661 Methods & Materials for Teaching the Gifted
- EDU 691 Seminar in Elementary Education
- EDU 735 Practicum in Education

A student must provide evidence of eligibility for the NT-4 certificate in elementary education (early childhood education and/or middle grades) prior to admission to candidacy. If this program constitutes a new teaching field, the candidate must also complete all required courses for the NT-4 certificate.

Major in Reading Education

The Master of Education degree in reading requires the satisfactory completion of a minimum of sixty (60) quarter hours of graduate work. A program must be planned with the selection of courses being made in consultation with an advisor in the School of Education. EDU 640, marked with a double asterisk, is required unless a similar course has been completed at the undergraduate level.

Professional Education Courses — 15-20 hours

- EDU 614 Advanced Educational Psychology
- EDU 635 Principles of Curriculum Development (ECE, MG)
- EDU 704 Assessment of the Individual

Research — 5 hours

- EDU 700 Methods of Educational Research

Area of Concentration — 25-35 hours

- EDU 595 Reading for the Secondary and Adult Learner
(Either EDU 595 or EDU 675)
- EDU 675 Reading in the Content Areas
- EDU 671 Teaching of Reading (ECE, MG)
- EDU 672 Diagnosis and Correction of Reading Disabilities
- EDU 673 Materials and Methods of Reading
- EDU 674 Developing and Guiding Reading Programs
- EDU 677 Practicum in Remedial Reading I
(Either 677 or 678 is required)
- EDU 678 Practicum in Remedial Reading II
- EDU 771 Psychology of Reading

Electives — 5-15 hours

- EDU 604 Tests and Measurements
 - EDU 605 Instructional Media
 - **EDU 640 Education of Exceptional Children
 - EDU 651 Problems in Education
 - *EDU 652 Development of Language and Communication Skills
(Either EDU 652 or ENG 625 is required)
 - EDU 694 Instructional Strategies
 - EDU 705 Statistical Methods in Education
 - ENG 625 History of English Language
 - ENG 601 Children's Literature
 - PSY 668 Behavior Modification in the Classroom
 - SOC 602 Group Dynamics
- Other courses appropriate to students' needs

Students must provide evidence of their eligibility for the NT-4 certificate prior to admission to candidacy

Major in Special Education

Concentration in Mental Retardation

The Master of Education degree in special education requires the satisfactory completion of a minimum of 60 quarter hours of graduate work.

The student who has an undergraduate degree with a major in special education (MR) has no deficiencies to make up. His course work is built around the following graduate courses, required for all who obtain the master's in special education with a concentration in the area of the mentally retarded. Courses directly related to the area are:

Professional Education Courses including Area of Concentration - 55 hours

- EDU 590 Guidance for Exceptional Children and Youth
- EDU 591 Development of Curricula for Exceptional Children
- EDU 592 Language Arts for Exceptional Children
- EDU 604 Test and Measurement
- EDU 650 Problems in Mental Retardation and Cultural Deprivation
- EDU 690 Readings and Research in Education of Exceptional Children and Youth
- EDU 721 Biological and Cultural Aspects of Mental Retardation
- EDU 722 Diagnostic and Prescriptive Teaching of Exceptional Children
- EDU 737 Practicum with Exceptional Learners: MR
- PSY 668 Behavior Modification in the Classroom

Research — 5 hours

- EDU 700 Methods of Educational Research

Electives — 5 hours (must be approved in advance)

A student must provide evidence of eligibility for the NT-4 certificate prior to admission to candidacy. If this program constitutes a new teaching field, the candidate must also take Education of Exceptional Children (EDU 440, 640) and Intro-

duction to Mental Retardation (EDU 461). For those interested in the area of retardation and having no intent of teaching, a waiver may be signed concerning certification.

Concentration in Learning Disabilities

The Master of Education degree, with a major in special education and a concentration in learning disabilities, requires a minimum of sixty (60) quarter hours of graduate work. A program must be planned with the final course selection made in consultation with an advisor in the School of Education. A student must show evidence of eligibility for the NT-4 certificate prior to admission to candidacy.

Courses marked with a single asterisk require the undergraduate or graduate equivalent of Education of Exceptional Children (EDU 440, 640). courses marked with a double asterisk require the undergraduate or graduate equivalent of Teaching of Reading (EDU 471, EDU 671, or EDU 595).

Professional Education Courses — 15 hours

- EDU 602 Foundations of Education
- EDU 635 Principles of Curriculum Development
- EDU 651 Problems in Education

Research — 5 hours

- EDU 700 Methods of Educational Research

Area of Concentration — 25 hours

- EDU 652 Development of Language and Communication Skills
- **EDU 672 Diagnosis and Correction of Reading Disabilities/
OR
- **EDU 673 Materials and Methods in Reading
- *EDU 681 Characteristics of the Learning Disabled
- *EDU 682 Methods & Materials for Teaching the Learning Disabled
- *EDU 683 Practicum With Learning Disabled and Youth

Restrictive Electives — 10 hours

- EDU 616 Teacher-Student Relations
OR
- PSY 668 Behavior Modification in the Classroom
- EDU 704 Assessment of the Individual
OR
- EDU 722 Diagnostic Prescriptive Teaching of Exceptional Children

Non-Restrictive Electives — 5 hours

Concentration in Interrelated

For certification in interrelated, the course requirements of the concentration must include a 15 hour sequence in **one** area of special education which the student does not have and 10 hours in a **second** area of special education which supports or adds another area.

Certification in Behavior Disorders

Certification as a teacher of behaviorally disordered children requires a total of 20 quarter hours which include Characteristics of Behaviorally Disordered Children and Youth (EDU 684), Methods and Materials for Children and Youth with Behavior Disorders (EDU 685), and Practicum with Exceptional Learners: BD (EDU 737)

Major in Secondary Education

The Master of Education degree in secondary education requires the satisfactory completion of a minimum of 60 quarter hours of graduate work. If the planned program is 65 or more quarter hours, 40 of these quarter hours will be under the advisorship of the department of the field of concentration and 25 will be under that advisorship of the School of Education. A program must be planned with the selection of courses being made in consultation with an advisor in the department of the field of concentration and an advisor in the School of Education. A course in the Education of Exceptional Children is required unless a similar course has been completed at the undergraduate level.

Professional Education (25 hours)*

I. Required

EDU 614	Advanced Educational Psychology.....	5 hrs.
EDU 658	Techniques of Research & Instruction or	
EDU 705	Statistical Methods in Education.....	5 hrs.
*EDU 637	Advanced Curriculum Development	5 hrs.

II. Selected 10 to 15 hours from:

EDU 616	Teacher-Student Relations	5 hrs.
EDU 798	Instructional Competencies Sessions	5 hrs.
EDU 625	Teaching Elementary School Mathematics (ECE, MG)	5 hrs.
EDU 694	Problem Solving	5 hrs.

*Courses vary for students in secondary mathematics.

Teaching Field — 40 hours

English:

Courses are required in modern grammatical systems (ENG 620) and in each of the following fields: (A) American literature, (B) English literature, (C) genre or world literature, and (D) research. In addition, courses in literary criticism (ENG 605), history of the English language (ENG 625), introduction to linguistics (ENG 615), and teaching high school English (ENG 610) will be required if they have not been taken at the undergraduate level. Other courses may be elected if needed to make up a total of 40 hours in English.

Mathematics

I. Required

MAT 611	Foundations of Mathematics.....	5 hrs.
MAT 621	Abstract Algebra	5 hrs.

II. Required if no credit was earned in the area as an undergraduate

MAT 401	Mathematical Analysis I	5 hrs.
MAT 431	Modern Geometry.....	5 hrs.
MAT 625	Mathematical Statistics	5 hrs.
CSC 605	Problem Solving & Programming I	5 hrs.

III. Electives which may include the following

MAT 402	Mathematical Analysis II.....	5 hrs.
MAT 441	History of Mathematics.....	5 hrs.
MAT 451	Complex Variables	5 hrs.
MAT 622	Abstract Algebra	5 hrs.
MAT 628	Linear Algebra.....	5 hrs.
MAT 631	Advanced Number Theory	5 hrs.
MAT 636	Mathematics Curriculum	5 hrs.
MAT 646	Strategies for Teaching Mathematics.....	5 hrs.
MAT 656	Research Topics on Mathematics Education	5 hrs.
MAT 671	Combinatorial Mathematics.....	5 hrs.
MAT 675	Introduction to the Theory of Graphs	5 hrs.
CSC 606	Problem Solving & Programming II.....	5 hrs.
CSC 625	Computers and Teaching	5 hrs.

Social Sciences:

The disciplines involved include economics, history, philosophy, political science, psychology, and sociology. The program is designed to be as flexible as possible, so long as ten hours of history and ten hours of political science are included. A student might take as many as thirty hours in a field such as history or political science with the remaining ten hours in the other field, or he may select ten hours from each of four fields. These examples represent the extremes with many variations being possible.

Students must provide evidence of their eligibility for the NT-4 certificates in the proposed teaching field of study prior to admission to candidacy. If this program constitutes a new teaching field, the candidate must also complete all required courses for the NT-4 certificate.

Concentration in Health Services (Non-certification degree)

The Master of Education degree with a concentration in health services requires a minimum of 60 quarter hours of graduate work. Education courses are taken in the School of Education, and concentration courses are taken in the School of Business Administration. While health professionals do not need certification in professional education, master's level preparation is needed in a combination of competencies in curriculum and instruction and health systems. This program is designed to meet such a combination of needs without certification.

A program must be planned with the selection of courses being made in consultation with an advisor in both the School of Education and the School of Business Administration. Courses below marked with an asterisk are required of all degree candidates.

Professional Education Courses — 30 hours

Core Courses — 20 hours required

*EDU 604 Tests and Measurements

*EDU 614 Advanced Educational Psychology

*EDU 637 Advanced Curriculum Development

EDU 658 Techniques of Research and Instruction

*Either EDU 658 or EDU 700 is required
EDU 700 Methods of Educational Research

Education Electives — at least 10 hours

EDU 602 Foundations of Education

EDU 605 Instructional Media

EDU 616 Teacher-Students Relations

EDU 694 Computers in Education

EDU 705 Statistical Methods

EDU 799 Applied Project

Other courses appropriate to area of concentration

Area of Concentration — 20 hours Health Services

HSA 662 Accounting and Finance for Health Institutions

**HSA 663 Health Economics & Systems Planning

HSA 665 Health Care Marketing

HSA 771 Hospital Organization & Institutional Planning

*Required course

**Include this course only if one is taking 25 hours in HSA

HSA 774 Policies and Decision Making in Health Care

Graduate Electives — 10 hours (must be approved in advance)

The following courses may be taken at the Medical College of Georgia and transferred to Augusta College as electives, if approved in advance by the student's major advisor.

MCG - EDU 703 Teaching Practicum

MCG - EDU 705 Adult as a Learner

MCG - EDU 802 Advanced Instructional Media

(in place of EDU 605 in Professional Education Sequence under electives).

Endorsement in Gifted Education

Certification as teacher of gifted children requires 15 quarter hours of graduate work. Students take Tests and Measurements (EDU 604), Characteristics of the Gifted (EDU 660), and Methods and Materials for Teaching the Gifted (EDU 661).

Endorsement in Supervision of Student Teachers

Certification in Supervision of Student Teachers requires 15 quarter hours of graduate work. Students take Fundamentals in the Supervision of Student Teaching (EDU 710), Assessment of Student/Beginning Teacher Experience (EDU 711), and Problems in the Supervision of Student Teaching (EDU 712).

Supplemental Certification in Instructional Supervision

Certification in Instructional Supervision requires 15 quarter hours of graduate work. Student take Introduction to Supervision (EDU 713), Supervision of Instruction (EDU 714), and Practicum in Supervision (EDU 715).



Master of Science Degree Program With a Major in Psychology

An Overview

Items to be submitted by master's degree applicants:

1. Application for Graduate Study.
2. Fee of \$10.00 check or money order (not required if previously admitted to Augusta College as a post-baccalaureate student).
3. Two official transcripts from each institution attended.
4. Official scores on the Graduate Record Examination (GRE) General (Aptitude) Test.

Admission Criteria for Master's Degree Programs

Regular Admission

For regular admission, an applicant must present (1) a grade point average of not less than 2.5 on a 4.0 scale for all undergraduate work attempted and (2) an acceptable score on the Graduate Record Examination (GRE) General (Aptitude) Test. Applicants must hold an undergraduate degree from a regionally accredited college or university. Students from undergraduate backgrounds other than psychology may be required to complete specified undergraduate courses either before or after admission to the degree program.

Provisional Admission

Applicants who do not have an acceptable grade point average for all undergraduate work attempted and/or do not have acceptable test scores may be considered for provisional admission. Provisional admittees will be required to com-

plete fifteen hours of graduate course work at Augusta College with not less than a "B" (3.0) average to obtain regular admission status.

Minimum Requirements for Master's Degree Completion

A student must earn an overall graduate grade point average of not less than "B" (3.0) in all course work attempted in the graduate program at Augusta College. PSY 651, **Experimental Design**, and the second quarter of PSY 600, **Proseminar**, must each be completed satisfactorily.

A minimum of 60 quarter hours of course work, Internship/Externship, and/or thesis is required.

A student must take a minimum of forty-five (45) of the required sixty (60) quarter hours at Augusta College.

All degree program requirements must be completed within a six-year period.

Master of Science

Major in Psychology

The objectives of this program include two mutually compatible goals: (1) to provide specialized training in psychological skills and techniques such that graduates will be able to function professionally in positions requiring these skills and techniques; (2) to provide a substantial core foundation in psychology such that the successful student will be prepared to pursue more advanced professional training or graduate study in psychology.

Most psychology courses at the graduate level are not generally available to

graduate students in other programs at Augusta College unless approved by the student's major professor, the dean of his school or the chairman of his department, the Chairman of the Psychology Department, and the instructor of the course.

Advisor and Major Professor

Upon admission to the program each student will be advised by the Director of Graduate Studies. Following completion of the first two quarters of full-time coursework or its equivalent, the student will select a major professor and two other department members to serve as an academic advisory committee. The advisory committee must be approved by the department chairman. This committee, headed by the student's major professor, will guide the remainder of the program of study.

Curriculum

The Master of Science in Psychology requires the satisfactory completion of a minimum of sixty hours of graduate work, including three quarter hours of PSY 600 (Proseminar), and PSY 651 (Experimental Design). The non-thesis option requires fifteen quarter hours of credit for PSY 696 (Internship) and the thesis option requires fifteen quarter hours of credit for PSY 699 (Research and Thesis).

In general, the remaining courses necessary to complete the degree requirements are to be selected by the student and his advisory committee from the following courses (five quarter hours each):

- PSY 605 Systems and Theories of Psychology
- PSY 612 Development Psychology
- PSY 615 Psychological Assessment I
- PSY 616 Psychological Assessment II
- PSY 623 Conditioning and Learning
- PSY 624 Personality
- PSY 625 Biopsychology
- PSY 630 Behavior Therapy
- PSY 637 Behavior Pathology
- PSY 644 Industrial and Organizational Psychology
- PSY 665 Counseling/Clinical Psychology

PSY 668 Behavior Modification in the Classroom (not recommended for graduate students in psychology)

PSY 673 Social Psychology

PSY 690 Seminar in Group Process

PSY 698 Special Problems

A maximum of fifteen hours may be taken in approved courses offered by other academic departments at Augusta College.

Typical Six-Quarter Plan of Study

Year 1

Fall: Select 11 Hours
 Psychological Assessment I (615)
 Behavior Pathology (637)
 Systems and Theories of Psychology (605)
 Proseminar (600)
—Required

Winter: Select 11 Hours
 Psychological Assessment II (616)
 Experimental Design (651)
—Required
 Proseminar (600)
—Required

(For required forms and application for admission to candidacy, see below.)

Spring: Select 11 Hours
 Conditioning and Learning (623)
 Counseling/Clinical Psychology (665)
 Internship (696)/Research and Thesis (699)
 Proseminar (600)
—Required

Summer: Select 15 hours
 Personality (624)
 Group Process (690)
 Internship (696)/Research and Thesis (699)

Year II

- Fall: Select 10 hours
Developmental Psychology
(612) - Not offered each year
Special Problems (698)
Internship (696)/Research
and Thesis (699)
Biopsychology (625)
- Winter: Select 10 Hours
Industrial and Organizational
Psychology (644)
Behavior Therapy (630)
Community (643)
Biopsychology (625) —
Not Offered Each Year
Internship (696)/Research
and Thesis (699)

Written and Oral Comprehensive Examinations

- Spring: Social Psychology (673)
Internship (696)/Research and
Thesis (699)

Forms

The following forms are normally completed and filed with the Department Chairman after the successful completion of

the Fall and Winter Quarters in Year 1:

- a. Application for Admission to Candidacy
- b. Plan of Study
- c. Selection of Committee and Specialty Area

An Application for Graduation form must be completed and filed with the registrar no later than the mid-term of the quarter preceding the final quarter of course work.

Admission to Candidacy (M.S.)

Specific requirements for admission to candidacy for the Master of Science degrees are as follows:

Submission of an approved program of study and, if applicable, a thesis out-line, approved by the student's advisory committee.

Students admitted to candidacy for the M.S. with a major in psychology must have also successfully completed PSY 651 and satisfied the criterion level for the second quarter of PSY 600 (grade of B or higher in both courses).

Specialist in Education (Ed.S.) Degree Program

An Overview

The following information pertains to applicants for the Specialist in Education (Ed.S.) degree program.

Items to be submitted by Ed.S. degree program applicants:

1. Application for Graduate Study.
2. Fee of \$10.00 (check or money order).
3. Two official transcripts from each institution attended.
4. Official scores on the Graduate Record Examinations General (Aptitude) Test; the Common Examinations (WCET) of the form of the National Teacher Examinations in use prior to fall, 1982, AND an NTE Area Examination; OR the Miller Analogies Test.

Admission Criteria for Ed.S. Degree Programs

Admission to the Specialist in Education degree program is based upon the following criteria: (1) the applicant must hold a master's degree in the intended area of concentration or have sufficient graduate preparation for the intended specialization from a regionally accredited graduate institution. (2) The applicant must have earned not less than a 3.25 grade point average in all graduate work attempted. (3) The minimum test scores are: 900 (verbal plus quantitative) on the GRE General Aptitude Test; 575 (WCET) on the NTE Common Examinations of the form in use prior to fall, 1982; an NTE Area Examination score at or above the 53rd percentile; and 48 on the Miller Analogies Test. The scores must not be more than five years old.

Admission Appeal

Applicants who are denied admission to the Specialist in Education degree program may appeal their denial. Information regarding appeals should be directed to the Dean of the School of Education.

Minimum Requirements for Ed.S. Degree Completion

Only courses taken after full admission to the Specialist in Education degree program may be used to fulfill program/course requirements for the Specialist in Education degree.

A student must earn an overall grade point average of not less than 3.0 (B) in all graduate work attempted.

A student must have taken a minimum of forty-five (45) quarter hours of course work in the Specialist in Education degree program at Augusta College. All requirements for the Specialist in Education degree must be completed within six years, beginning with the first registration for courses on the student's program of study.

The School of Education reserves the right to add additional requirements for the Specialist in Education degree.

Specialist in Education

The Specialist in Education degree is a self-contained degree program. It provides advanced study for those preparing for positions which call for a higher level of competence and specialization than that of the master's degree, but without the

heavy emphasis on research of the doctor's degree.

The goal of the program is to add depth and breadth to the skills and knowledge focused upon in the student's Master of Education program. The objectives of this further study are to provide the student with opportunities to become more proficient in teaching strategies, program development, leadership roles, scholarly investigation, and academic area.

The School of Education offers a program of study for the Specialist in Education degree with majors in early childhood education; middle grades education; reading education; secondary education with teaching fields in English, mathematics, and social sciences; special education; and administration and supervision.

To be eligible for six-year certification, the student must have three years of acceptable school experience.

The program of study will be designed by the major professor with the advice and approval of the student's advisory committee. The program will consist of a minimum of 45 quarter hours of study at the graduate level beyond the master's degree. Each student's program will be planned in such a way that the master's program and the specialist in education program together will satisfy the following minimum requirements:

Area "A" - Psychological and/or Sociological Foundations (minimum of 10 quarter hours)

Area "B" - Curriculum, Methods of Problems of Teaching (minimum of 15 quarter hours)

Area "C" - Subject matter or content (minimum of 50 quarter hours)

Area "D" - Research (minimum of 10 quarter hours)

In order for graduate work taken after January 1, 1977, to be eligible for inclusion in a program of study, it must have been taken after the student's admission as a prospective candidate for the Specialist in Education degree. The work earned in non-degree study categories such as post-baccalaureate or post-graduate may not be applied to programs of study leading to the Specialist in Education degree.

Appeals

Students denied admission to the Ed.S. program may submit a written request to the Dean of the School of Education for review of their application by the Specialist in Education appeals committee. The committee will require the appealing student to submit additional evidence to include satisfactory completion of a comprehensive written exam. Additional evidence may be submitted by the student and the institution and could include scores on other standardized tests and records of exemplary academic and professional achievement.

Advisement

Upon admission to graduate study for the Specialist in Education degree, a student's advisory committee will be assigned. The committee shall consist of the student's major professor assigned by the Dean of the School of Education and two other faculty members selected by the student in consultation with the major professor.

The major professor, with the advice and approval of the student's advisory committee, shall plan the program with due regard to the data available from a diagnostic appraisal of the student's strengths and weaknesses in the area of specialized preparation. The diagnostic appraisals of educational needs will be based on analyses of records of the student's preparation and experience, results of routine and special examinations, and interview data. The advisory committee may require the student to undergo such additional examinations and appraisals and to furnish such additional data relative to his competence as may seem appropriate in each case.

Admission to Candidacy

Upon completion of twenty to twenty-five hours of credit earned, it is the responsibility of the student to see that an application for admission to candidacy is filed with the Dean of the School of Education. This application is a certification by the

student's major professor and the advisory committee that the student has demonstrated the ability to do acceptable graduate work in the chosen field and has made normal progress toward the degree. The specific requirements for admission to candidacy are listed below:

- a. Certification by the Dean of the School of Education that the student is eligible for the appropriate Georgia T-5 certificate or equivalent. (Students who are not seeking certification must file a statement of intent with the application for admission to candidacy.)
- b. All requirements set as a condition to admission have been completed.
- c. The program of study has been approved by the major professor, the student's advisory committee, the Dean of the School of Education and filed in the Office of the Registrar.
- d. An average of 3.0 (B) has been maintained in all graduate courses taken and in all completed courses in the program of study (no course with a grade below "C" can be accepted in the program of study).

Required Hours

The Specialist in Education degree requires a minimum of forty-five quarter credit hours of graduate level study beyond the master's degree. The graduate course work used to fulfill this degree requirement must conform to an approved program of study developed in consultation with the student's major professor and

with the advice and approval of the student's advisory committee.

Students must be enrolled in a minimum of ten quarter hours each quarter for three consecutive quarters. Full-time employment in a school or college can be used in lieu of five of these quarter hours each quarter.

Residence

If graduate work earned at an accredited institution constitutes a logical part of the student's program, transfer credit may be allowed if recommended by the student's major professor, the student's advisory committee and the Dean of the School of Education. Normally, such transfer of credit cannot exceed ten quarter hours and cannot reduce the residence requirement to less than twenty-five hours. The courses to be transferred may not have been used as part of the requirements for another degree. No grade below 3.0 (B) may be transferred. All requests for transfer credit, with accompanying official transcripts, must be filed in the Office of the Registrar at least 30 calendar days prior to the time the student plans to graduate.

Time

All requirements for the Specialist in Education degree must be completed within six years, beginning with the first registration for courses in the student's program of study.

University of Georgia/Augusta College Cooperative Degree Programs in Vocational Education

An Overview

Vocational education is a major educational thrust in the Augusta College service area. The University of Georgia and Augusta College have entered into a cooperative agreement to offer both the Master's and Specialist's degrees in vocational education. Students majoring in vocational education leadership, agriculture education, business education, health occupations education (master's only), home economics education, industrial arts education, and distributive education as well as trade and industrial education may earn University of Georgia graduate degrees on the Augusta College campus. A brief review of the program designs and requirements follows.

Admission of Students

All students who register for this program must apply to the Graduate School of the University of Georgia for admission in the same manner as other graduate students and be accepted before enrolling for course work. Application for admission to the Graduate School must be received in the Graduate Admissions Office at least thirty (30) days prior to registration.

Program of Study

Students must plan a program of study for either the Master of Education or the Specialist in Education degree with the assistance/approval of a University of Georgia faculty advisor and obtain the advisor's approval of courses prior to registration. Resident credit will be granted only to courses included in programs leading to

the Master of Education degree or the Specialist in Education degree in the fields of vocational education listed above.

Faculty

As a rule, all instruction for resident credit shall be provided by regular appointed faculty of the University of Georgia or full time Augusta College faculty. Whenever needed to meet scheduling demands, the appointment of non-University faculty to teach graduate courses for resident credit shall follow a process similar to that used for actual employment by the University of Georgia.

Course Listings and Credit

The University of Georgia course offerings may be cross-listed with Augusta College. Augusta College course offerings may be cross-listed with the University of Georgia and with prior approval of program advisor may be applied to M.Ed. and Ed.S. degree programs. As much as 20 Augusta College credit hours may be applied to the M.Ed. degree program and as much as 15 Augusta College credit hours may be applied to the Ed.S. degree program from the University.

Degrees earned under this agreement will be awarded by the University of Georgia. Brief descriptions of these co-operative degree programs appear below. Additional information may be obtained from:

The Division of Vocational Education
628 Aderhold Hall
College of Education
The University of Georgia
Athens, GA 30602

Degree Programs

Master's Degree Programs

The Master's Degree (M.Ed.) program in vocational education at the University of Georgia requires fifty-five (55) quarter hours under Plan A and sixty (60) quarter hours under Plan B. Graduates of these programs receive an M.Ed. degree and are eligible for VE-5 or T-5 Certificates in the appropriate teaching field.

Plan A programs include fifty-five (55) quarter hours divided into four areas of study:

- (a) Psychological and sociological foundations, 5 to 10 hours;
- (b) Curriculum and methods, 10 to 15 hours;
- (c) Content, 25 to 30 hours; and
- (d) Research, 10 hours.

Plan B programs include sixty (60) quarter hours divided into four areas of study:

- (a) Psychological and sociological foundations, 5 to 10 hours;
- (b) Curriculum and methods, 5 to 10 hours;
- (c) Content, 25 hours; and
- (d) Research, 5 hours.

Specialist in Education Degree Programs

The Specialist in Education Degree (Ed.S.) in vocational education or one of the instructional fields in that division, consists of a minimum of forty-five (45) quarter hours of planned study beyond the Master's Degree. Students completing one of these programs will be recommended for VE-6 or T-6 certificates in the appropriate teaching field provided they have previously been issued a comparable certificate at the 5 year level. If credit for a 765 applied research project was not included in the M.Ed. degree program, this course must be included in the Ed.S. degree program of study.

Doctor of Education

The University of Georgia offers the Doctor of Education with a major in Adult Education in the Augusta area. Augusta College cooperates in this undertaking. Please contact the Office of the Augusta College Dean of Education for additional information.

Georgia State University/ Augusta College Cooperative Doctor of Philosophy in Educational Leadership Degree Program

An Overview

This program allows a selected group of CSRA students to participate in a cycle of courses at Augusta College. The Ph.D. program with a major in Educational Administration and Supervision is designed to prepare educational leaders for administration and supervision in many types of educational institutions in the larger urban environment. Students in the program are currently holding or anticipate filling leadership positions in public or non-public elementary or secondary schools and in area or central offices. In addition, students may pursue a program in higher education with interests in academic administration, student development services, allied health administration, junior colleges, universities, or other post-secondary educational institutions. Professional training provided by the College of Education is supported through interdisciplinary study. Individualized programs include coursework from several departments within the College of Education and other colleges of the University.

Admission Procedures

Refer to the "Graduate Admissions" section of the current College of Education Graduate Bulletin of Georgia State University for College-wide admission policies and application procedures. In addition to the general admission requirements students applying for the Ph.D. in the Department of Educational Administration

will be admitted on the basis of faculty review of the following four criteria: (1) standardized test scores, (2) academic achievements, (3) professional background, and (4) professional promise.

Newly admitted students in the Department of Educational Administration are required to complete a 30-hour residency sequence during the first full academic year of their program. Students who apply and are accepted prior to the beginning of the fall quarter residency sequence are advised to contact their temporary advisor to discuss course work which may be taken before beginning the residency requirements outlined below.

Questions or requests for further information pertaining to the admission process should be directed to the Department of Educational Administration, GSU.

Requirements for Degree Completion

Refer to the "Doctor of Philosophy Degree" section of the current College of Education Graduate Bulletin for College-wide degree completion requirements. In addition to College-wide residency requirements, newly admitted students in the Department of Educational Administration are required to complete the following sequence during the first full academic year of their program:

Fall Quarter:	EAS 900 and one other EAS course
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- Winter Quarter: EAS 997R (Residency Seminar) and one other course
- Spring Quarter: EAS 997I (Issues Seminar) and one other EAS course

In addition to the above residency sequence, students are required to participate in other non-credit enrichment activities as outlined by a faculty advisor. Completion of these requirements will satisfy the student's residency requirement as mandated by the College of Education.

Upon completion of the above residency sequence, students should select their major advisor/chairman for their Doctoral Advisory Committee, and with the assistance of their major advisor should also select the remaining members of their committee. The Department of Educational Administration requires that the Advisory Committee consist of no fewer than three members. A student may elect to have more than three members. The Advisory Committee shall consist of: (1) the major advisor from the Department of Educational Administration, (2) one other member from within the Department of Educational Administration, and (3) at least one member from a discipline/academic area outside the College of Education. Details outlining College of Education requirements for the Doctoral Advisory Committee can be found in the current "Guide for Doctoral Students" and the College of Education Graduate Bulletin.

After selection of the Advisory Committee, students are encouraged to plan their program of study which should include a minimum of 45 hours of doctoral level course work. Students will also be encouraged to include doctoral level courses in their cognate area, where possible.

Program planning forms, completion of residency forms, advisory committee forms, and doctoral student guidebooks are available in the department upon request.

Comprehensive Examinations

Students in the Department of Educational Administration are eligible to take the comprehensive examination when they are within 20 hours of completing their Planned

Program of Studies (excluding dissertation, EAS 999, credit). A letter of intent to take the examination must be filed with the Department Chairman six weeks prior to the examination.

The comprehensive examination is administered twice each year. The examination is administered from 9 a.m. to 1 p.m. Wednesday, Thursday, and Friday of the first full weeks of May and November.

Students failing any part of the examination may petition the department for re-examination over the failed portion. Failure on a re-examination constitutes students' termination from the Ph.D. program. Examinations are graded on a pass/fail basis and students are notified by their advisor with official notification by letter from the Department Chairman.

The examination is administered in three distinct areas. These areas are:

1. General Administration
2. Educational Foundations and Research
3. Specialization in Administration

1. General Administration. This area of the examination will be designed to cover common understandings from the fields of examination and supervision. Students select and respond to two questions out of the three choices presented. This area of the examination is four hours in length. It is administered on Wednesday from 9 a.m. - 1 p.m.

2. Educational Foundations and Research. This area of the examination has two subdivisions. The foundations subdivision is designed to cover the fields of educational anthropology, curriculum, history, philosophy, politics, psychology, and sociology. The research subdivision is designed to cover research design, methodology, statistics, instrumentation, and evaluation. For each subdivision, the student responds to one question out of two prepared for that subdivision. This area of the examination is four hours in length and is administered on Thursday from 9 a.m. - 1 p.m.

3. Specialization in Administration. This area of the examination is specifically prepared for each student. One month prior to the administration of the examination,

the students must submit to their advisor a bibliography and at least six questions designed to cover the area of special focus in their program. These questions should take advantage of the specialized knowledge reflected in the cognate areas and the major concentrations of students' planned programs. The bibliography and questions will assist the Department in designing appropriate questions for the examination. Students select and respond to two questions from the three choices presented. This area of the examination is four hours in length. It is administered on Friday from 9 a.m. - 1 p.m.

Candidacy

Students will be recommended to candidacy by their doctoral committees. Completion of appropriate course work, preliminary examinations, and acceptance of a prospectus must precede a recommendation to degree candidacy.

Dissertation and Final Dissertation Defense

Information relating to the completion of the dissertation and the final dissertation defense is available in the College of Education Graduate Bulletin and the current "Guide for Doctoral Students." Specific questions should be directed to the advisory committee chairman or other committee members. A booklet outlining instructions for preparing the dissertation is available in the department upon request.

Degree Completion and Graduation

All degree requirements must be completed within seven calendar years from the date of admission to doctoral study at Georgia State University. After admission to candidacy the student must complete all remaining degree requirements within two calendar years. Should either of these time limits expire, the student is no longer a degree candidate.

A degree candidate must be enrolled for a minimum of five quarter hours of credit during the quarter of degree completion. Graduate degree candidates must file a graduation application by the last day of classes two quarters prior to the quarter of graduation. Applications for graduation are available in the Office of Academic Assistance. A completed application must be submitted to Student Accounts, Room 100, Sparks Hall, when graduation fees are paid.

A final Doctoral Program of Study form and any Change in Doctoral Program form(s) must be on file in the Office of Academic Assistance the quarter of graduation. Students are also urged to contact a graduate counselor in the Office of Academic Assistance to insure that all required doctoral forms have been completed and are on file.

Faculty

As a rule, all instruction for resident credit shall be provided by regular appointed faculty of Georgia State University or full-time Augusta College faculty.

Paralegal Certificate Program

An Overview

Augusta College offers a 35 hours program leading to a certificate in paralegal training. This post-graduate program is being offered in response to the needs of the legal and corporate community. By combining a broad range of the undergraduate majors with this program, the college will provide legal assistants equipped to fill the demands for such persons in corporate legal departments, insurance companies, real estate and title insurance firms, banks, and private law firms.

Course listings and descriptions may be found under Political Science.

Admission of Students

Students entering the certificate program must hold a baccalaureate degree from an accredited institution. Students who can show evidence of five years or more of legal experience may enter the program in Audit status but will not receive a certificate. Hours earned in this program can not be applied to graduate degree programs. Application for admission to this program must be made at the Admissions Office.

Course Descriptions

After each course title there are three numbers in parentheses. The first number listed is the number of hours of lecture; the second, the number of hours of laboratory; the third, the number of credit hours the course carries. Where lecture, laboratory, and credit hours are not fixed, such as in "Selected Topics," the word "Variable" or the letter "V" will be used instead of a number.

All 400-level courses marked with an asterisk (*) may be taken for graduate credit within the prescribed limits and with the advisor's approval. No 400-level course may be used for graduate work unless its undergraduate enrollment is restricted to junior and senior-level students. In order to gain graduate credit for the (490) Cullum Lecture Series, the student must register for that course within his major discipline.

Special information concerning the quarter that a course is to be offered is included with the description of each course. The college reserves the right to make changes in the course schedule and to cancel any section in which enrollment is considered insufficient.

The following outlines the courses taught by the particular school:

The School of Arts and Sciencesp. 214

Art (ART), Biology (BIO), Chemistry (CHM), Computer Science (CSC), English (ENG), History (HIS), Mathematics (MAT), Music (MUS), Philosophy (PHY), Physics, (PCS), Political Science (POL), Psychology (PSY), Science (SCI), Sociology (SOC).

The School of Business Administrationp. 223

Accounting (ACC), Business Administration (BUS), Business Law (BSL), Economics (ECN), Finance (FIN), Health Services Administration (HSA), Management (MGT), Marketing (MKT).

The School of Educationp. 231

Education (EDU), Physical Education (PED).

The School of Arts and Sciences

Graduate Courses in Art (ART)

595 Selected Topics in Art Education (Variable)

By permission of Chairman of Fine Arts Department. Individualized study on a contract basis for graduate credit. To be arranged.

Biology (BIO)

495 Selected Topics* (Variable)

Prerequisites: BIO 102 and permission of instructor.

Designed to treat specialized areas of biology not in the normal curriculum. Topics covered include Animal Behavior, Aquatic Biology, Economic Botany, General Parasitology, Herpetology, Histological Techniques (3), Ichthyology, Introduction to Dentistry (2), Invertebrate Paleontology, Marine Biology, Ornithology, Plant Anatomy, Plant Systematics, Plant Physiology, and Principles of Evolution. Quarterly.

498 Seminar* (2-0-2)

Prerequisite: 30 hours of biological science.

Special topics in current advances in the field of biological sciences. Two one-hour periods a week for presentation and discussion. Required of all biology majors. Winter, Spring.

Chemistry (CHM)

421 Inorganic Chemistry* (2-0-5)

Prerequisite: Permission of instructor.

An introduction to the concepts and chemical systems of inorganic chemistry including the periodic table, atomic structure, bonding, isomerism, and coordination compounds. Fall.

441 Organic Qualitative Analysis* (2-9-5)

Prerequisite: CHM 281 and 342.

The identification of organic compounds. Spring.

481 Instrumental Analysis* (2-8-5)

Prerequisite: CHM 373 concurrently or permission of instructor.

The theory and application of modern optical and electrical instruments in the processes of analytical, physical, and organic chemistry. Winter.

495 Selected Topics* (Variable)

Prerequisite: Permission of instructor.

Modern concepts in special areas of chemistry. May be repeated for credit. To be arranged.

Graduate Courses in Computer Science (CSC)

605 Problem Solving and Programming I (4-2-5)

Problem solving using computer topics including a problem solving approach to BASIC programming, development and selection of software for teaching programming. Emphasis on structured programming.

606 Problem Solving and Programming II (4-2-5)

A further study of the principles of computer programming with emphasis on the development of correct, well-structured programs and strategies for teaching program development. Other topics include information representation, simple data types, and structures.

610 Automated Data Processing Systems (5-0-5)

A presentation of the fundamentals in the effective use of automated data processing. Topics include an introduction to automated data processing, computer system fundamentals, computer languages, programming and program preparation, and an introduction to the analysis and design of computer-based systems. Spring.

625 Computers and Teaching (4-2-5)

Basic computer concepts, algorithm development, and an introduction to programming using an interactive terminal. Computer applications with particular emphasis on those related to teaching. To be arranged.

695 Selected Topics (1-5)

Prerequisite: Permission of department chairman and instructor.

A variable content course intended to meet the needs and interests of graduate students in selected areas of computer science. May be repeated for credit with approval of department chairman. To be arranged.

English (ENG)

405 The Rise of the English Novel* (5-0-5)

A survey of major eighteenth- and early nineteenth-century British novelists, with emphasis on Defoe, Richardson, Fielding, Sterne, and Austen. Fall.

407 The English Novel from Scott to Hardy* (5-0-5)

A survey of the Victorian novel with emphasis on the novels of Scott, Emily Bronte, Thackeray, Dickens, Eliot, and Hardy. Winter.

410 The Modern British Novel* (5-0-5)

A study of several modern British novels, with emphasis on works by Conrad, Woolf, Lawrence, Forster, Joyce and Greene. Spring.

415 The American Novel through Henry James* (5-0-5)

A study of the American novel in the 19th century, including works by Cooper, Hawthorne, Melville, Twain, Crane, and James. Fall.

420 The Modern American Novel* (5-0-5)

A study of several major American novels written since World War I, including works by such novelists as Hemingway, Fitzgerald, Faulkner, West, and Bellow. Fall.

430 Modern Drama* (5-0-5)

A survey of major European and American dramatists, including Ibsen, Shaw, Chekhov, Yeats, O'Neill, Sartre, Brecht, Miller, and Williams. Spring.

435 Modern Poetry* (5-0-5)

A study of the major movements in English and American poetry from World War I to the present. Emphasis is placed on Eliot, Yeats, Pound, Frost, and Auden. Fall.

450 Chaucer* (5-0-5)

The Canterbury Tales, *Troilus and Criseyde*, and some minor poems. Spring.

455 Shakespeare* (5-0-5)

The major histories, comedies, and tragedies: the Elizabethan theatre. Spring.

460 Milton* (5-0-5)

The major and minor poems and selected prose. Fall.

470 Literary Criticism* (5-0-5)

The major critics from Aristotle to T.S. Eliot with emphasis on the development of various twentieth-century critical positions.

495 Selected Topics* (5-0-5)

Prerequisite: Permission of the instructor. Seminar in a particular subject or movement, often conducted on an interdisciplinary basis. Spring.

Graduate Courses in English (ENG)**590 Teaching European Literature I (5-0-5)**

Prerequisite: Appropriate undergraduate survey sequence or permission of instructor.

A systematic coverage of European literature from the beginning to 1700; approaches and techniques of teaching literature survey courses at the high school and college levels. Spring.

591 Teaching European Literature II (5-0-5)

Prerequisite: Appropriate undergraduate survey sequence or permission of instructor.

A systematic coverage of European literature from 1700 to the present; approaches and techniques of teaching literature survey courses at the high school and college levels. Spring.

601 Literature for Children (5-0-5)

Prerequisites: Admission to the graduate school and permission of instructor.

A critical study of literature for children. Topics include the history of children's literature, a survey of types of children's literature, and problems in teaching literature.

605 Issues in Literary Criticism (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A study of important issues in literary criticism from the work of Plato to the present, with emphasis upon twentieth-century critical thought. Spring.

610 Teaching English in the High School (5-0-5)

Advanced study of approaches to teaching English at the high school level, with emphasis on composition and grammar.

615 English Language I (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Introduction to linguistics: studies in the nature of language, phonology, morphology, syntax, semantics, and language variation. Fall.

620 English Language II (5-0-5)

Prerequisites: English 615 or an equivalent course in linguistics; admission to graduate study and permission of instructor.

Modern grammatical systems. Winter.

625 History of the English Language (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Studies in the nature of linguistic change and the development of the English language from Old English to the present. Winter.

ENG

631 Elizabethan Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A survey of non-dramatic literature written during the sixteenth century, with emphasis on Sidney, Spenser, and Shakespeare. Spring.

661 English Romanticism (5-0-5)

Prerequisites: Admission to graduate study, ENG 341 and permission of instructor.

An advanced survey of major Romantic poetry and prose, with emphasis on Scott, Wordsworth, Coleridge, Byron, Shelley, and Keats. Winter.

671 American Romanticism (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

An intensive survey of American Romanticism with special emphasis on Irving, Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, and selected Black writers. Spring.

673 American Realism and Naturalism (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A study of the major works and authors of the Realist and Naturalist movements, 1865-1917. Spring.

675 Twentieth Century American Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A study of the major works and authors in twentieth-century American literature. Spring.

693 Studies in Genre (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A study of a particular literary genre, such as comedy, tragedy, or satire. To be arranged.

695 Selected Topics (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Seminar in special subject area related to the needs of students in the graduate program. Fall.

705 Studies in European Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A seminar in European literature with emphasis on research and critical evaluation of a specific theme or aspect of European literature. To be arranged.

710 Studies in English Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Studies in selected authors, movements, or subjects in English literature. To be arranged.

715 Studies in American Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Studies in selected authors, movements, or subjects in American literature. To be arranged.

720 Studies in Shakespeare (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Studies in the major plays of Shakespeare. Spring.

Graduate Courses in Gerontology (GRT)

624 Aging III (5-0-5)

Prerequisite: Permission of the instructor.

An advanced course in the physical, psychological, and administrative aspects of aging. This is an interdisciplinary course which will focus on the areas of sociology, psychology, medicine, business administration, and social work. Students may elect a practicum in one of the above areas. Spring.

History (HIS)

417 Russian History to 1905* (5-0-5)

Fall.

418 Russian History from 1905 to the Present* (5-0-5)

Winter.

421 The British Empire and Commonwealth* (5-0-5)

To be arranged.

448 History of West Africa* (5-0-5)

A study of the major themes in West Africa from A.D. 1000 to the present, with emphasis on the medieval empires, the impact of Islam, cultural and commercial links with Europe, the slave trade, imperialism, the rise of West African nationalism and the restoration of independence. Fall.

456 Teaching Secondary Social Studies* (3-0-3)

This course acquaints the student with the objectives of the various disciplines which are concerned with the study of society and deals with their integration and presentation in the secondary school classroom. Winter.

457 Military History of the United States* (5-0-5)

Prerequisite: HIS 211 or HIS 212.

A study of the social, political and economic causes and effects of war by tracing the use of war and the development of its technology in the context of the Western world in general and in the United States history in particular from the 18th Century to the present. Winter.

471 American Colonial History* (5-0-5)
Fall.**473 The United States from Independence to 1850*** (5-0-5)

Prerequisite: HIS 211 or equivalent. To be arranged.

475 Civil War and Reconstruction* (5-0-5)
Prerequisite: HIS 21 or equivalent. Fall.**476 The New South, 1877 to the Present*** (5-0-5)
To be arranged.**477 The United States since the New Deal*** (5-0-5)
Fall.**479 Georgia History*** (5-0-5)

A study of Georgia which focuses on local history and shows the connections with national and world events. The course fills the legislative requirement for Georgia History.

481 History of Mexico from Antiquity to the Present* (5-0-5)

Prerequisite: Junior or senior standing. To be arranged.

490 Cullum Lecture Series* (V,1-5)

A seminar based on the study of the culture of another country from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines. Spring.

495 Selected Topics* (Variable)

Prerequisite: Permission of the department chairman.

Designed primarily for graduating seniors who plan to teach and/or pursue graduate study. May be repeated for credit. To be arranged.

Graduate Courses in History (HIS)**638 The Age of Revolutions** (5-0-5)

A study of western political revolutions against the background of western social and economic revolutions in an effort to trace the development of middle class concepts. The course is designed for the graduate student who is attempting to broaden the horizons of secondary and elementary students. Spring.

639 Emergence of the Contemporary West (5-0-5)

A study of the fundamental concepts of western man and their impact on the western world. The course is designed for the graduate student who is attempting to broaden the horizons of secondary and elementary students. Summer.

672 Selected Topics in American Social History since 1865 (5-0-5)

An in-depth study of several specific topics in the social history of the United States since the Civil War. Topics include, but will not be limited to, trends in American religion, immigration, labor movement, communism, radicalism, women's rights, rise of organized crime, the civil rights movement, rise of organized sports. Summer.

674 U.S. and World Affairs since 1945 (5-0-5)

An in-depth study of the U.S. foreign policy since 1945, with special emphasis upon the Cold War and related topics. Fall.

677 Critical Issues and Problems in Recent U.S. History (5-0-5)

A study of critical political, economic, diplomatic, and social issues and problems of twentieth century United States. Spring.

678 Studies in the History of American Labor (5-0-5)

Focuses on the rise and progress of trade unionism from the colonial period to the present. Covers the rise and growth of labor unions, leaders of the 19th and 20th centuries, legislation and the changing attitudes of the courts toward organized labor. To be arranged.

679 Selected Topics in Georgia History (5-0-5)

A study of specific aspects of Georgia history, including social and cultural as well as political views. Provides a context for relating regional history to national and international, and the past to the present. Fall.

HIS

685 Inter-American Relations (5-0-5)

A study of the cultural, commercial, and diplomatic relations between the American republics. Emphasis on the 20th century. Winter.

695 Selected Topics (5-0-5)

Prerequisite: Permission of instructor.

A course designed to meet the needs and interests of graduate students. May be repeated for credit. To be arranged.

Graduate Courses in the International Intercultural Studies Program (IIS)

The following course number is used to record participation at the graduate level in the programs conducted by the International Intercultural Studies Program of the University System of Georgia. A short descriptive title will be assigned to show the field of study. Please consult with the Office of the Dean of the School of Arts and Sciences for information on programs currently available.

798 International Intercultural Studies Program (V, 1-15)

Graduate Study of language, civilization, business, or science abroad. Designed for students concentrating in the discipline for which they seek credit. An internship may be a component of the course. Credit varies up to 15 quarter credit hours per term.

Mathematics (MAT)

401 Mathematical Analysis* (5-0-5)

Prerequisites: MAT 204 and MAT 303 or permission of instructor.

A study of some topology of real numbers, sets, functions, limits, sequences and series of real numbers. Fall—even years.

402 Mathematical Analysis II* (5-0-5)

Prerequisite: MAT 401.

A study of continuous and discontinuous functions on metric spaces, connectedness, compactness, completeness, the Riemann integral, differentiation. Winter—odd years.

431 Modern Geometry* (5-0-5)

Prerequisite: MAT 303 or permission of instructor.

A modern treatment of geometry primarily from the metric approach, but with some reference to the Euclidean synthetic approach. Parallelism, similarity, area, constructions, non-Euclidean and finite geometries. Summer—even years.

435 Numerical Analysis* (4-2-5)

Prerequisite: CSC 235, or permission of instructor and MAT 302.

A study of the application of computer-oriented techniques to the solution of mathematical problems including such topics as non-linear equations, numerical integration and differentiation, numerical solution of initial value problems in ordinary differential equations. Spring—even years.

441 History of Mathematics* (5-0-5)

Prerequisite: MAT 202.

A study of the nature and historical origin of mathematics. Analysis of the concepts of algebra, trigonometry and calculus. Solution of problems pointed toward appreciation of early mathematical developments. Winter—even years.

451 Complex Variables* (5-0-5)

Prerequisite: MAT 204.

A study of the field of complex numbers, elementary functions of a complex variable, limits, derivatives, analytic functions, mapping by elementary functions, integrals, power series, residues and poles. Summer—odd years.

481 General Topology* (5-0-5)

Prerequisites: MAT 204 and MAT 303 or permission of instructor.

A systematic survey of the standard topics of general topology with particular emphasis on applications to the space of reals; topological spaces, mappings, compactness, product space, nets and convergence. To be arranged.

Graduate Courses in Mathematics (MAT)

500 Quantitative Techniques for Administrative Problems (5-0-5)

This course will provide remedial instruction for those M.B.A. students who do not have sufficient mathematical background. The course topics will involve methods of gathering and analyzing business data.

601 Foundations of Arithmetic (5-0-5)

Prerequisite: Admission to graduate study.

A study of elementary set theory, numeration systems, number systems through the reals, finite mathematical systems, and selected topics such as number theory, probability, statistics, and programming. Winter—odd years.

602 Foundations of Geometry (5-0-5)

Prerequisite: Admission to graduate study.

A study of the fundamental concepts of plane geometry, both metric and nonmetric, and an introduction to space, coordinate, non-Euclidean, and projective geometries. Spring—odd years.

611 Foundations of Mathematics (5-0-5)

A study of logic, set theory, cardinality, the axiom of choice and its equivalences. Summer—even years.

621 Abstract Algebra I (5-0-5)

An advanced study of group theory and ring theory. Winter—even years.

622 Abstract Algebra II (5-0-5)

Further study of advanced ring theory. An advanced study of field theory including extension fields and Galois theory. Spring—even years.

625 Mathematical Statistics (5-0-5)

A study of probability, discrete and continuous random variables and their distributions, techniques of descriptive statistics, estimation, and hypothesis testing and correlation. Fall—odd years.

628 Linear Algebra (5-0-5)

Prerequisite: Permission of instructor.
A study of vector spaces, modules, linear transformations, matrices, and linear systems. Spring—odd years.

631 Advanced Number Theory (5-0-5)

The study will include a brief survey of divisibility and primes followed by in-depth study of congruences, residue classes, quadratic residues, non-linear Diophantine equations, number-theoretic functions. Farey fractions, continued fractions. Pell's equation and algebraic numbers. Winter—odd years.

636 Mathematics Curriculum (4-2-5)

The study of mathematics content, scope and sequence, and programs in the secondary schools, including student research and development of a high school mathematics curriculum.

646 Strategies for Teaching Mathematics (5-0-5)

A comparison of contemporary and traditional strategies for teaching high school mathematics, a review of learning theories as they relate to mathematics, and the use of computers, calculators and other aids in the teaching of mathematics.

656 Research in Mathematics Education (Variable)

A brief survey of research models relating to the teaching and learning of mathematics, surveying techniques, curriculum development and evaluation, classroom research. Particular emphasis will be given to the reading and using of research. To be arranged.

671 Combinatorial Mathematics (5-0-5)

A study of permutations, combinations, recurrence relations, generating functions, the principle of inclusion, Latin rectangles and block designs. Summer—odd years.

675 Introduction to the Theory of Graphs (5-0-5)

A study of graphs, subgraphs, paths, arcs, trees, circuits, digraphs, colorability. Fall—even years.

695 Selected Topics (1-5 hours credit)

Prerequisite: Permission of department chairman and instructor.

A variable content course intended to meet the needs and interest of graduate students in selected areas of mathematics. May be repeated for credit with approval of department chairman. To be arranged.

Graduate Courses in Music (MUS)

595 Select Topics in Music Education (Variable)

A study of specific problems in music education for graduate credit. Quarterly.

Graduate Courses in Philosophy (PHY)

610 Philosophy of Education (5-0-5)

Prerequisite: Admission to graduate study.
A consideration of major philosophies of education, with the student project devoted to writing one's own philosophy of education. When this course is taught in relation to the Cullum Third World Culture Program, there will be an emphasis on the inclusion of non-western expressions into one's philosophy of education. To be arranged.

Physics (PCS)

451 Modern Physics* (4-2-5)

Prerequisites: PCS 211, 212, 213 or permission of instructor.

Theory of special relativity. Quantum physics: Black body radiation, photoelectric effect, Compton effect, X-rays, Bohr model of the atom. Wave properties of matter. Fall—odd years.

452 Modern Physics II* (4-2-5)

Prerequisite: PCS 451 or permission of instructor.
Wave mechanics. Atomic and molecular spectroscopy. Winter—even years.

453 Modern Physics III* (4-2-5)

Prerequisite: PCS 452 or permission of instructor.
A study of nuclear structure, forces, and models' radioactivity, transitions, and interactions of radiations with matter; and nuclear reactions. Spring—even years.

POL

495 Selected Topics* (Variable)

Prerequisite: Permission of instructor.

Modern concepts in special areas of physics. To be arranged.

Political Science (POL)

420 Political Science Methods* (5-0-5)

Prerequisites: POL 202, MAT 221, or permission of instructor.

A study of the assumptions and statistical methods employed in the analysis of politics including analysis of variance, covariance, correlation, and regression. Emphasis upon comprehension of the assumptions and uses of the methods rather than statistical manipulations. Students will be introduced to computer manipulation of data. To be arranged.

431 Government of the Developing Nations* (5-0-5)

Emphasis is given to the concepts of political stability, conflict, revolution, nationalism, and economic development and modernization. To be arranged.

451 International Law and Organization* (5-0-5)

A survey of the sources and types of international law; the law of peace; the law of conflict; the law of neutrality; the antecedents of the United Nations; The United Nations; The United Nations Specialized Agencies; regional organizations, and international integration. Spring.

Graduate Courses in Political Science (POL)

600 Problems in American Government (5-0-5)

The course deals primarily with the development of presidential and congressional powers and the role of administrative agencies in the American political systems. The position of the states in the American governmental system is also considered. To be arranged.

601 State Government (5-0-5)

A study of the forms of organization, the functions, and the operation of state government in the United States with particular emphasis on the government of the State of Georgia. Political inputs, decision making, policy outputs and outcomes, feedback, and the allocation of government resources at the state, county, and local level will be analyzed. Spring.

602 Urban Government and Politics(5-0-5)

The origin, development, and growth of local government forms. General problems of county and city government. Spring.

609 Great Political Ideologies (5-0-5)

The course is a study in depth of the great political thinkers and the ideas they helped to develop. The historical approach will be taken, beginning with political ideas of classical times and ending with contemporary ideas. To be arranged.

611 Principles of Public Administration (5-0-5)

Public administration with special emphasis on the major concepts involved in the science and art of carrying on government. Fall.

612 Governmental Organization and Administrative Theory (5-0-5)

A systematic analysis of theories of organization, management, and administration. Special attention will be given to the two major approaches to organizational structure—the formal Scientific Management School and the informal Human Relations School. Winter.

625 American Constitutional Law: Distribution of Power (5-0-5)

The role of the Supreme Court as arbiter of separation of powers and federalism; interplay of political, social, and economic forces with the development of constitutional doctrine. Winter.

626 American Constitutional Law: Civil Liberties (5-0-5)

A study of the development of the constitutional protection of civil liberties in the U.S., emphasizing due process, criminal procedure, freedom of expression, religious freedom, and the nationalization of the Bill of Rights. Winter.

627 The Development of the U.S. Constitution (5-0-5)

Historical background and the development of the Constitution. The case system will be used. To be arranged.

650 World Politics (5-0-5)

The nature of international relations with emphasis on contemporary theories explaining the international behavior of states. Fall.

Paralegal Certificate Program Courses (Not offered for graduate credit)

580 Introduction to Law (5-0-5)

Prerequisite: Acceptance into the program. Recognition of legal issues; structure of the judicial system; fundamentals of legal practice and the role of the paralegal; introduction to methods and resources of legal research with outside research projects.

581 Civil Litigation (5-0-5)

Prerequisite: POL 580 (or permission of the instructor).

Introduction to basic principles of procedural law and substantive principles of negligence, products liability, and contracts; preparation of pleadings and discovery; practical considerations of pleadings, discovery and motions; pretrial preparation and trial procedures.

582 Business Organizations/Corporations (5-0-5)

Prerequisite: POL 580 (or permission of the instructor).

This course will include instruction in practice of forming business corporations, partnerships and sale proprietorships; maintenance of a business corporation's legal books and financial data; drafting employer-employee contracts and pension plans and application of State and Federal laws and regulations to the respective business entities.

583 Real Estate & Mortgages (5-0-5)

Prerequisites: POL 580 and POL 581 (or permission of the instructor).

Intensive training in real estate title searches and title abstract preparation; preparation of deeds, mortgages, and real estate loan closing documents; preparation of condemnation restrictions and subdivision restrictive covenants; application of State and Federal Consumer Protection Laws to the loan closing.

584 Estates, Wills and Trusts (5-0-5)

Prerequisites: POL 580 and POL 581 (or permission of the instructor).

Instruction in the preparation of wills and trusts; distinction between testate and intestate, rules of inheritance; preparation of all legal documents necessary for probate or administration of estates; application of Federal and State estate tax provisions in estate planning and administration of the estate.

585 Criminal Law (5-0-5)

Prerequisites: POL 580 and POL 581 (or permission of the instructor).

Study of the criminal process and constitutional rights of the accused in context of hypothetical cases as the student receives direct training in client interviews; pretrial discovery and motions; trial preparation and plea bargaining.

586 Advanced Legal Research (5-0-5)

Prerequisites: POL 580 and POL 581 (or permission of the instructor).

Research and preparation of legal memorandums, trial briefs and Appellate briefs; introduction to computerized legal research.

Psychology (PSY)

405 History and Systems of Psychology (5-0-5)

The scientific and philosophic antecedents and trends influencing the progress of psychology and the development of its principal theoretical schools. Emphasis will be placed upon understanding current trends from a historical perspective. If graduate credit is sought, take PSY 605 in lieu of this course. Fall.

473 Social Psychology (4-2-5)

A survey of the social aspects of psychology including individual and group dynamics, competition, cooperation, leadership, propaganda, persuasion, and public opinion, as well as a study of how society influences individual perceptions, attitudes, and personality. If graduate credit is sought, take PSY 673 in lieu of this course. Spring.

Graduate Courses in Psychology (PSY)

Most psychology courses at the graduate level are not generally available to graduate students in other programs at Augusta College unless approved by the student's major professor, the chairman of his department, the chairman of the Psychology Department, and the instructor of the course. Post-baccalaureate students may be admitted to a course by permission of the instructor and the department chairman.

600 Proseminar (1-3)

Proseminar is a 3-quarter sequence consisting of (1) orientation to professional psychology and community services, (2) qualification in general psychology, and (3) in-depth exploration of current topics in contemporary psychology. Satisfactory performance in Proseminar is essential for continuing in the program.

PSY

605 Systems and Theories of Psychology (5-0-5)

Analysis and integration of psychological theory and research in the perspective of history and twentieth century systems.

612 Developmental Psychology (5-0-5)

An in-depth study of theories and contemporary issues in developmental psychology.

615 Psychological Assessment I (3-4-5)

Introduction to measurement at the graduate level and supervised practice in the administration and interpretation of group and individual psychological tests with an emphasis on tests of intellectual functioning.

616 Psychological Assessment II (3-4-5)

Supervised practice in the administration and interpretation of psychological tests with an emphasis on individual and group personality tests; additional concentration on psychological report writing and the selection of test batteries.

623 Conditioning and Learning (3-4-5)

Prerequisites: Undergraduate course in experimental learning or permission of instructor. Methods and concepts of conditioning and learning with animal and human subjects.

624 Personality (3-4-5)

Emphasis on experimental and psychometric approaches to individual differences, situational effects on behavior, conflict, frustration, anxiety, stress, aggression, defense, emotion, and locus of control.

625 Biopsychology (3-4-5)

Consideration of the biological bases of behavior, including learning, memory, emotion, sensation and perception. Some emphasis is placed on understanding deviance from biochemical and neuropsychological perspectives.

630 Behavior Therapy (3-4-5)

An examination of theoretical and technical issues in behavior therapy. Field practice will supplement classroom discussion.

637 Behavior Pathology (5-0-5)

Prerequisites: Undergraduate behavior pathology or abnormal psychology course.

The study of maladaptive behavior, including current taxonomic systems with emphasis on theoretical and research dimensions associated with behavior pathologies. Field trips to appropriate institutions will be an integral part of the course.

644 Industrial and Organizational Psychology (4-2-5)

Prerequisite: Permission of the instructor.

An in-depth survey of psychology as applied to work in industrial and organizational settings. Special topics will include personnel selection, training and evaluation, human factors in performance, environmental influences, goal setting and job design, work motivation, job satisfaction, leadership, and organizational structure and change.

651 Experimental Design (4-2-5)

Prerequisites: Statistics course and permission of instructor.

Theory and application of experimental design in psychological research, includes study of design strategies in relation to statistical procedures, particularly analysis of variance and multivariate analysis. Other topics include instrumentation, research ethics, and guidelines for writing articles for publication.

665 Counseling/Clinical Psychology (5-0-5)

Prerequisite: PSY 637.

A critical examination and comparison of therapeutic models as applied to behavior disorders and problems of daily living. Practical training in interviewing and therapy is provided by means of supervised practice and videotape recordings.

668 Behavior Modification in the Classroom (4-2-5)

The application of behavior modification principles to the practical concerns of the professional educator. Not recommended for graduate students majoring in psychology.

673 Social Psychology (5-0-5)

Current developments in attitudes, perceptual processing, and coping techniques in relation to social influences. Special topics will include aggression, conformity, attraction, and communication.

690 Seminar in Group Process (2-6-5)

Small group interactions are used to explore feelings, attitudes, and interpersonal impact upon others. Techniques of group facilitation and personal exploration are emphasized.

696 Internship (Variable)

Prerequisites: Approval of Clinical Training Committee.

Individually supervised fieldwork relevant to the student's professional goals.

698 Special Problems (5-0-5)

Prerequisites: Permission of the instructor.

Supervised study, non-thesis research, or seminars on problems chosen to utilize the expertise of the staff and consultants to meet the need and interests of students.

699 Research and Thesis (Variable)

Prerequisites: Approval of Academic Advisory Committee.

Graduate Courses in Science (SCI)**595 Selected Topics (Variable)**

Prerequisite: Permission of the Chairman of the Department of Chemistry and Physics, or Biology. To provide a vehicle whereby selected topics of interest may be offered to post-baccalaureate students. May be taught as an integrated course within the Departments of Chemistry and Physics and Biology to satisfy special needs for scientific background in master's programs. To be arranged.

Sociology (SOC)**422 Methods in Social Research* (5-0-5)**

Prerequisite: 15 hours of advanced sociology. An introduction to the scientific method in social research; elementary considerations in research design; the interview, questionnaire, participant observation and human document as sources of social data; qualitative and quantitative techniques of analysis and inference, including the development of techniques for measuring social data. Winter.

432 Sociology of Work, Careers and Occupations* (5-0-5)

An application of the theory and methods of sociology to the work environment. Summer.

433 Personality and Social Adjustment* (5-0-5)

Prerequisite: 10 hours of advanced sociology. Foundation and development of personality; mechanisms of integration and adjustment; roles of culture, groups, and language; concepts of self; types and theories of personality; divergent personalities. Spring.

434 Sociological Theory* (5-0-5)

Prerequisite: 15 hours of advanced sociology. Historical growth and development of social thought, types and nature of social theories, and the influence of social theory on contemporary sociology. Fall.

Graduate Courses in Sociology (SOC)**601 Social Change (5-0-5)**

Factors and processes of social change; technological and institutional change; value systems; social movements; symbolic communication; innovation and inertia; the problem of social progress. Summer.

602 Group Dynamics (5-0-5)

Process of social groups; group leadership, effectiveness, goals; group communication and control. Fall.

604 Advanced Social Problems (5-0-5)

A consideration in depth of selected social issues and problems. Emphasis will be placed upon etiology, context, remedial measures and implications. Winter.

610 Comparative Family Analysis (5-0-5)

An institutional analysis of the family as social subsystem, including premarital behavior patterns, mate selection, marital interaction, and family disorganization. Special emphasis is placed on theories pertaining to the structure, function, and change of family forms, empirical data from current and past research projects; and cross-cultural comparisons of selected family systems. Quarterly.

612 Racial and Ethnic Minorities (5-0-5)

Comparative study of selected racial and ethnic groups in contemporary American society. Exploration of majority-minority interaction, distribution of minorities, and selected pertinent social problems. Winter.

635 Sociology of Organizations (5-0-5)

A sociological analysis of the structure and function of complex organizations. Attention is given to control, communications, goals, methods, values, etc., and the effects of such institutions on the individual and society. Spring.

The School of Business Administration**Graduate Courses in Accounting (ACC)****502 Financial Accounting for Managerial Control (5-0-5)**

Prerequisites: Graduate student status. This course is designed to provide students with: (1) an understanding of basic financial accounting terminology, (2) an overview of the financial accounting process, (3) sufficient grounding in financial accounting to be able to understand and analyze the basic financial statements. Spring.

ACC

602 Accounting Systems for Planning and Control (5-0-5)

Prerequisites: Graduate student status, ACC 502, FIN 503, or equivalent courses.

This is a case-oriented course designed to teach the effective use of accounting systems and accounting data in organizational planning and control. Fall, Spring.

614 Advanced Cost Accounting (5-0-5)

Prerequisites: ACC 411 and graduate student status.

Provides the student with an in-depth analysis of managerial-cost concepts and techniques required for developing, analyzing, and interpreting information for organizational planning and control systems. (No graduate credit given if student has completed ACC 414 or equivalent.) Summer.

616 Advanced Accounting Theory (5-0-5)

Prerequisites: ACC 313 and graduate student status.

Provides the student with the opportunity for an in-depth understanding of contemporary developments in financial accounting. Emphasis is on major problem areas in accounting, particularly in relation to publications of major authoritative bodies such as the APB, FASB, SEC, and AAA. (No graduate credit is given if student has completed ACC 416 or equivalent.) Spring.

621 Advanced Accounting I (5-0-5)

Prerequisites: ACC 313 and graduate student status.

The application of accounting theory to specialized problem areas including partnerships, consignments, bankruptcy, and consolidations. (No graduate credit is given if student has completed ACC 421 or equivalent.) Fall.

622 Advanced Accounting II (5-0-5)

Prerequisites: ACC 313 and graduate student status.

This course is intended to prepare the student for further professional development such as the CPA examination. The focus of the course will be on analysis of problem solving techniques in selected areas of accounting. (No graduate credit is given if student has completed ACC 422 or equivalent.) Winter—even years.

651 Federal Income Taxation (5-0-5)

Prerequisites: ACC 311 or permission of instructor and graduate student status.

A survey of theories and practices governing federal income taxation of individuals and business entities. Tax determination and tax planning are emphasized. (No graduate credit is

given if student has completed ACC 451 or equivalent.) Winter, Summer.

652 Advanced Federal Taxation (5-0-5)

Prerequisite: ACC 451 or ACC 651 and graduate student status.

An in-depth analysis of federal income taxation applicable to partnerships, corporations, estates and trusts; estate and gift taxation; deferred compensation and employee benefit plans; with emphasis on alternative computations and tax planning opportunities. Research methodology and practice are employed. (No graduate credit is given if student has completed ACC 452 or equivalent.) Fall.

671 Auditing (5-0-5)

Prerequisites: ACC 313 and graduate student status.

The application of auditing principles to the problems of public accountancy with emphasis upon the adherences to standards and professional ethics. (No graduate credit is given if student has completed ACC 471 or equivalent.) Fall, Spring.

672 Advanced Auditing (5-0-5)

Prerequisites: ACC 471 or ACC 671 and graduate student status.

A continuation of ACC 671, Auditing. Emphasis is placed on concepts, standards, professional problems, and methods such as statistical sampling, use of computers in auditing, auditing computer-based systems, and the audit report. (No graduate credit is given if student has completed ACC 472 or equivalent). Winter—odd numbered years.

695 Selected Topics (Variable)

Prerequisite: Graduate student status and permission of the coordinator of the graduate program.

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. To be arranged.

699 Graduate Research in Business Administration (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

Independent research on an advanced topic selected by the student in consultation with the coordinator of the graduate program. Techniques of business research are emphasized. To be arranged.

716 Corporate Applications of Accounting (5-0-5)

Prerequisites: Graduate student status and ACC 602 or equivalent course.

Includes accounting management, specialized cost accounting problems, accounting systems, contents of financial statements and reports, professional accounting requirements, accounting for price-level changes, concepts in federal taxation and other current accounting applications. Fall.

Graduate Courses in Business Administration (BUS)**507 Business Government, and Society (3-0-3)**

Prerequisites: Graduate student status, and ECN 501 or equivalent course.

This course analyzes the economic, legal, social, and political environment in which business operates. It attempts to explain the evolution from the Laissez-Faire philosophy of the nineteenth century to the highly regulated environment of the 1980's. The costs and benefits of regulation are appraised. Winter.

508 Business Information Systems (3-0-3)

Prerequisites: Graduate student status.

This course examines basic concepts and problems in planning and administering business information systems. The analysis includes systems tools and techniques, system controls, and system analyses. Students are provided hands-on experience in computer application in problem situations. Quarterly.

595 Selected Topics in Business Administration (Variable)

Prerequisites: Post-baccalaureate or graduate student status and permission of the coordinator of the graduate program.

Consideration and analysis of relevant special problem areas in the field of business administration. May be repeated for graduate credit with prior approval of the student's advisor. To be arranged.

599 Research in Business Administration (Variable)

Prerequisites: Post-baccalaureate or graduate student status and permission of coordinator of the graduate program.

Independent research on an advanced topic selected by the student in consultation with the coordinator of the graduate program. Techniques of business research are emphasized. To be arranged.

695 Selected Topics (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. To be arranged.

699 Graduate Research in Business Administration (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

Independent research on an advanced topic selected by the student in consultation with the coordinator of the graduate program. Techniques of business research are emphasized. To be arranged.

712 Special Problems (5-0-5)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

In this course the professor will design a special program of instruction and research in administration to satisfy the academic needs of the student. May be repeated for graduate credit with prior approval of the student's advisor. To be arranged.

725 Organizational Policy and Control I (3-0-3)

Prerequisites: Graduate student status and completion of 75% of M.B.A. Breadth courses. This is the first course in a two-course series dealing with the development of a general management approach to strategic planning and policy formulation as a system of organizational guidance and control. Comprehensive case studies of organizations in a wide variety of situations are utilized. Case studies require integration of functional areas and effective communication of analyses. Fall, Spring.

726 Organizational Policy and Control II (3-0-3)

Prerequisites: Graduate student status and completion of 75% of M.B.A. Breadth courses, and BUS 725.

This is the second of a two-course series dealing with the development of a general management approach to strategic planning and policy implementation as a system of organizational guidance and control. Comprehensive case studies of organizations in a variety of situations are utilized. Policy study on life case is required as final project. Case studies require integration of functional areas and effective communication of analyses. Winter, Summer.

Graduate Courses in Business Law (BSL)

591 Legal Environment of Business I (5-0-5)

Prerequisite: Graduate student status.

Elements of the law of contracts, sales, agency, negotiable instruments, bailments, common carriers, partnerships, and corporations. Attention is given to the overall legal environment in which business operates. To be arranged. No graduate credit can be received if an equivalent undergraduate course was completed.

592 Legal Environment of Business II (5-0-5)

Prerequisite: Graduate student status.

Elements of the law of partnerships, corporations, real property, insurance, security devices, trust and estates, bankruptcy, and government regulation of business. Particular attention is given to the overall legal environment in which business operates. To be arranged. No graduate credit can be received if an equivalent undergraduate course was completed.

593 Administrative Law (5-0-5)

Prerequisite: Graduate student status.

A survey of the field of administrative law, emphasizing the role of state and federal agencies in the business sector; special agencies such as Occupational Safety Health Administration (OSHA) will be explored. To be arranged. No graduate credit can be received if an equivalent undergraduate course was completed.

Graduate Courses in Economics (ECN)

501 Economic Concepts (5-0-5)

Prerequisites: Graduate student status.

This course is designed to cover the subject of introductory micro and macro economics. It includes selected topics of intermediate micro and macro theory. Fall, Spring.

590 Dynamics of the American Economy K-12 (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

A survey course for the non-business student designed to develop an understanding of economic concepts and policies to aid in the analysis of economic problems and policies as well as those of the individual firm, household, and industry. (This course is not creditable toward the M.B.A.) To be arranged.

591 Economics for Elementary and Middle Schools (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

A course designed for teachers and prospective teachers in elementary or middle schools. It includes some basic economic concepts and emphasizes methods and activities designed to integrate economics into the K-8 curriculum. (This course is not creditable toward the M.B.A.). Summer.

592 Economics for High Schools (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

A course designed for teachers and prospective teachers of economics in high school. It includes macro and micro economics and emphasizes methods and activities geared to meet the state of Georgia mandate for economics in the high schools. (This course is not creditable toward the M.B.A.). Summer.

593 Economics in American History (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

A course for teachers of American History or social studies. Includes an overview of the major historical events from an economic context. Also includes supplementary teaching activities and materials. (This course is not creditable toward the M.B.A.). Summer.

594 Personal Finance (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

This course is designed to acquaint in-service and pre-service teachers with the major topics of personal finance that should be taught on a high school level. It will include the broad areas of money management, insurance, housing, transportation, credit, and consumer issues. (This course is not creditable toward the M.B.A.). Summer.

595 Selected Topics in Economics (Variable)

Prerequisites: Post-baccalaureate or graduate student status and permission of the coordinator of the graduate program.

Consideration and analysis of relevant special problem areas in the field of economics. May be repeated for graduate credit with prior approval of the student's advisor. To be arranged.

599 Research in Economics (Variable)

Prerequisites: Post-baccalaureate or graduate student status and permission of the coordinator of the graduate program.

Independent research on an advanced topic selected by the student in consultation with the coordinator of the graduate program. Techniques of economic research are emphasized. To be arranged.

601 Economic Topics and Issues for Management (5-0-5)

Prerequisites: Graduate student status and ECN 501 or equivalent course.

This course will provide the student with an understanding of current economic issues and their impact on managerial decision making. Winter, Summer.

695 Selected Topics (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. To be arranged.

699 Graduate Research in Economics (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

Independent research on an advanced topic selected by the student in consultation with the coordinator of the graduate program. Techniques of economic research are emphasized. To be arranged.

710 Macroeconomic Theory and Public Policy (5-0-5)

Prerequisites: Graduate student status and ECN 601 and MGT 605 or equivalent courses. Keynesian and post-Keynesian employment theory. Economic growth and fluctuations. The problem and techniques of economic stabilization. Spring.

711 Business Conditions Analysis (5-0-5)

Prerequisites: Graduate student status and permission of instructor.

Comparison of methods and objectives of national product, flow-of-funds, input-output, and balance of payments accounting systems. Social accounting and business-projection methods are considered in the context of planning and economics forecasting. Fall.

713 Special Problems in Economics (5-0-5)

Prerequisites: Graduate student status and permission of coordinator of the graduate program. In this course the professor will design a special program of instruction and research in economics to satisfy the needs of the student. May be repeated for graduate credit with prior approval of the student's advisor. To be arranged.

715 Econometrics (5-0-5)

Prerequisites: Graduate student status and ECN 601 and MGT 605 or equivalent courses. Estimation of parameters for single-equation econometric models; tests of hypotheses and confidence regions for regression analysis; mathematical formulation and empirical testing of economic models. To be arranged.

Graduate Courses in Finance (FIN)**503 Elements of Managerial Accounting & Finance (5-0-5)**

Prerequisites: Graduate student status, MAT 500, ECN 501, and ACC 502, or equivalent courses.

This course covers such basics as break-even, cost-volume relationships, time value of money, and cash budgeting, which are necessary for successful dealing with the material covered in ACC 602 and FIN 603. Summer.

603 Managerial Finance (5-0-5)

Prerequisites: Graduate student status, ACC 502, and FIN 503, or equivalent courses.

This course is designed to give the student the basic knowledge concerning the financial function of modern organizations. Cases will be used to enable the student to apply the basic knowledge. Winter, Summer.

621 Security Analysis and Portfolio Management (5-0-5)

Prerequisites: FIN 603 and graduate student status.

Analysis, selection, and management of securities with emphasis on common stocks and bonds, procedures in buying and selling securities, security market operations and regulations. TBA.

676 Real Estate Finance and Investment (5-0-5)

Prerequisite: FIN 503 or equivalent course and graduate student status.

Covers the necessary background and techniques for making sound decisions in real estate financing and investing. In addition, it undertakes a survey of current practices in today's real estate finance and investment markets and it includes considerations for future trends. Spring.

HSA

695 Selected Topics (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. To be arranged.

699 Graduate Research in Business Administration (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

Independent research on an advanced topic selected by the student in consultation with the coordinator of the graduate program. Techniques of business research are emphasized. To be arranged.

714 International Business (5-0-5)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

An examination of international economic policies and their effects upon international business, with intensive coverage of the economic environment in which the multinational firm operates. Problems of financial administration of international business, with case work on U.S. and foreign countries. Spring.

Graduate Courses in Health Services Administration (HSA)

595 Selected Topics in Health Services Administration (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

Consideration and analysis of relevant special problem areas in the field of health services administration. May be repeated for graduate credit with prior approval of the student's advisor. To be arranged.

599 Research in Health Services Administration (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

Techniques of health services administration are emphasized. To be arranged.

661 Medical-Legal Problems (5-0-5)

Prerequisite: graduate student status.

A survey of the basic principles of law as they relate to the administration of health services. Consideration is given to malpractice, legal regulation and liability of health institutions, ethical legal problems. Fall.

662 Accounting and Finance for Health Institutions (5-0-5)

Prerequisites: Graduate student status and ACC 502 or equivalent course.

Designed to provide the student with sufficient health institutional accounting background necessary to participate in effective and efficient managerial design making. Emphasis is placed on the accounting process, operations auditing and the utilization of accounting data for managerial decisions. Spring.

663 Health Economics and Systems Planning (5-0-5)

Prerequisites: Graduate student status and ECN 501 or equivalent course.

An introduction to the health care delivery system from an economic perspective. Emphasis is placed on the supply and demand for health services, the production and cost of health services, the financing of health care delivery and cost/benefit analysis. Winter.

664 Health Finance and Economics (5-0-5)

Prerequisite: Graduate student status.

Designed to provide the health educator with a fundamental knowledge of health finance and economics. It concentrates on providing those aspects of finance and economics most pertinent to the need of health providers. Designed for M.Ed. students only. Not open for credit in the M.B.A. program.

665 Health Care Marketing (5-0-5)

Prerequisite: Graduate student status.

This course is designed to provide the student with an understanding of the marketing process as it applies to health care institutions. Upon completion of the course, students will have sufficient background to participate in the planning, development, and implementation of a marketing program for a health institution.

695 Selected Topics in Health Care (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

A variable content course individually designed to meet the needs, interests, and professional objectives in health services administration. To be arranged.

771 Hospital Organization and Institutional Planning (5-0-5)

Prerequisite: Graduate student status.

An analysis of the organization and delivery of health services within institutional settings. Emphasis is placed on structural, coordinative and environmental factors affecting the effectiveness and efficiency of health institutions. Fall.

773 Health Delivery Systems, Regulation and Control (5-0-5)

Prerequisite: Graduate student status.

Provides an overview of the health delivery system as it now exists and potential future trends. Topics include: (1) the present health care system, (2) comparative health care systems, (3) Health regulation/legislation, (4) future trends in health delivery, and (5) the role of the federal government. Spring.

774 Policies and Decision-Making in Health Care (5-0-5)

Prerequisite: Graduate student status.

Designed to expose the student to the health care system as a complex social political system subject to internal subsystem demands and external pressures. Summer.

775 Health Care Financial Analysis (5-0-5)

Prerequisites: Graduate student status and HSA 662.

An examination of financial decision-making within the health care system. Emphasis is placed on: (1) managerial control, (2) cost containment, (3) hospital financing and capital budgeting, and (4) financial analysis. Summer.

799 Internship-Practicum and Research (5-15)

A research thesis is normally required. To be arranged.

Graduate Courses in Management (MGT)**505 Production Management (3-0-3)**

Prerequisites: Graduate student status, and MAT 500 or equivalent course.

This course will cover the steps involved in manufacturing a product or providing a service. It includes introduction to production control, quality control, work measurement and analytical management tools. Winter.

506 Management Process (5-0-5)

Prerequisite: Graduate student status.

This course examines basic models of organizational design, basic managerial process and the essential elements involved in administering organizations. Fall.

605 Operational Planning and Data Analysis (5-0-5)

Prerequisites: Graduate student status, MAT 500, and MGT 505 or equivalent courses.

This course will provide students with the tools to quantitatively study business problems. The students will learn to organize their thoughts such that the best available data can be used to generate optimum solutions to problems. Production management, design of experiments, and statistical quality control will be emphasized. Winter, Summer.

606 Organizational Behavior (5-0-5)

Prerequisite: Graduate student status.

Examination of concepts of human behavior in formal organizations. Develops an understanding of and capacity to predict efforts of managerial actions on the behavior of individuals and groups within different kinds of organizations. Fall, Spring.

611 Human Aspects of Administration (5-0-5)

Prerequisite: Graduate Status.

This seminar emphasizes analysis and discussion of cases involving the human aspects of organizations and their management. Winter.

695 Selected Topics (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. To be arranged.

699 Graduate Research in Business Administration (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

Independent research on an advanced topic selected by the student in consultation with the coordinator of the graduate program. Techniques of business research are emphasized. To be arranged.

707 Organization and Management Theory (5-0-5)

Prerequisites: Graduate student status, MGT 505, MGT 507, and BUS 507, or equivalent courses.

A case-oriented course in which a variety of behavioral, organizational, and other decision making problem situations are used as learning devices. Both individual and team analysis will be utilized. Winter, Summer.

MKT

709 Operations Research and Systems Analysis (5-0-5)

Prerequisites: Graduate student status and MGT 605 or equivalent course.

The emphasis in this course is statistical analysis of business data. Statistical quality control is covered in great depth. Also experimental design and multivariate analysis are surveyed. Spring.

Graduate Courses in Marketing (MKT)

504 Marketing Theory (3-0-3)

Prerequisite: Graduate student status.

An introductory study of the marketing process in advanced economies. Understanding of and management of the marketing variables on a micro level will be stressed. Summer.

604 Marketing Management (5-0-5)

Prerequisites: Graduate student status, and MKT 504, or equivalent course.

Advanced study of the rationale for the marketing functions and the application of the managerial functions to marketing problems and opportunities. Fall, Spring.

608 Logistics Problems (5-0-5)

Prerequisites: Graduate student status and MAT 500 or ECN 501 or equivalent courses.

Examination of the systems and procedures devised to overcome barriers to effective and efficient delivery of material and services. The notion of an efficient system is employed to economically create space, time, and utilities. Winter.

695 Selected Topics (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. To be arranged.

699 Graduate Research in Business Administration (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

Independent research on an advanced topic selected by the student in consultation with the coordinator of the graduate program. Techniques of business research are emphasized. To be arranged.

The School of Education

Graduate Courses in Education (EDU)

500 Teacher Inquiry (0-10-5)

Prerequisite: Post-baccalaureate standing.

A course designed for teachers who have a need to investigate selected areas of teaching responsibility and to practice techniques designed to strengthen their competencies as teachers. Credit for this course is not applicable to degree programs; the grade is not to be computed in the GPA. Course may be repeated for credit. To be arranged.

590 Guidance for Exceptional Children and Youth (4-2-5)

Prerequisite: EDU 440.

The study of techniques and processes in guiding exceptional children and adolescents. Vocational aspirations and self-concepts of exceptional children are considered. Utilization of role playing is an important aspect of the course. Summer—odd years.

591 Development of Curricula for the Exceptional Child (4-2-5)

Emphasis is on the preparation of appropriate materials for the education of the mentally retarded. Effective usage is considered with curriculum aims and objectives. Summer—even years.

592 Language Arts for Exceptional Children (4-2-5)

Prerequisite: EDU 440.

A study of methods, techniques, and models of language as they relate to the needs of the exceptional child. Class discussion, group presentations, and development of materials are parts of class content. Spring—even years.

595 Reading for the Secondary and Adult Learner (4-2-5)

Prerequisites: EDU 304 or 614 and EDU 337 or 637.

The role of reading instruction for the secondary and adult learner. Emphasis on instructional theory and methods of teaching basic and developmental reading skills, organization, techniques, and materials for flexible grouping and individualized instruction for secondary and adult learner.

596 Early Childhood Education Internship (5-15)

Prerequisites: EDU 330, 333, and 433-491 or permission of instructor.

The student will daily implement a plan for an early childhood program in a classroom with young children. Other activities may include classroom instruction in curriculum content, early child development, and language of young children. Summer.

602 Foundations of Education (Historical, Philosophical, Sociological) (4-2-5)

A study of the influence of European education upon American education; the major philosophies, especially those currently in use; and the effects of sociological patterns upon educational trends. Spring.

603 Development of Young Children (4-2-5)

A study of theories of early child development as they relate to individual potential and achievement in life situations, particularly cognitive tasks in school settings. Active participation and/or observation of young children is an integral and important part of this study. Winter.

604 Tests and Measurements (4-2-5)

Nature and function of measurement in education. Teacher-made and standardized tests and scales. Introductory statistical concepts of measurements. Winter, Summer.

605 Instructional Media (4-2-5)

Examination of major theories of learning and their relationship to the use of instructional material. Opportunity to examine newer media as well as traditional media utilized in the school. Emphasis on innovative equipment and creative development of instructional materials. Winter.

606 The Middle School (4-2-5)

Designed to provide opportunities for students to learn about the characteristics of the middle school learner and the nature of the curriculum designed to meet the needs of the transescent learner. Spring.

614 Advanced Educational Psychology (4-2-5)

Applications of the scientific findings of psychology to the more complex problems of the educative process. Fall, Spring, Summer.

EDU

616 Teacher-Student Relations (4-2-5)

Analysis of the basic legal, social, philosophical, and psychological issues involved in the teacher-student relationship in the public school setting; emphasis on skill training in various techniques of classroom management. Winter, Summer.

620 Fundamentals of Guidance (4-2-5)

An introduction to professional training for counselors and an opportunity for teachers to acquire an over-view of guidance functions in the school program. Spring—odd years.

625 Teaching Mathematics (ECE, MG, SED) (4-2-5)

Prerequisites: Teaching experience or an undergraduate methods course in this subject. Derivation of appropriate methods and techniques from basic principles of learning; development of skills needed in cooperative planning; choosing and organizing teaching materials; using the environment; guidance, evaluation procedures. Fall, Spring.

635 Principles of Curriculum Development (ECE, MG) (4-2-5)

Principles and practices of curriculum development with the opportunity to participate in curriculum construction; emphasis on elementary and middle grades learner and curricula. Summer, Fall.

637 Advanced Curriculum Development (A/S, SED) (4-2-5)

Prerequisite: EDU 614 or permission of instructor. Problems of the school, teaching, and curriculum development; emphasis on the preparation and implementation of curricula. Winter, Summer, Fall.

640 Education of Exceptional Children (3-4-5)

Prerequisites: EDU 205 or EDU 202, 302 and 304.

A survey course which deals with the general problems involved in the education of exceptional children. Meets legislative requirement. Required for graduation in all teacher education programs. Quarterly.

650 Problems in Mental Retardation and Cultural Deprivation (4-2-5)

Current literature and thinking concerning the retarded in a technological age. Implications for society. Life plans for the retarded are discussed. Trends and innovative programs, including studies of the culturally different, are considered. Spring—odd years.

651 Problems in Education (4-2-5)

Examination of problems and emerging practices in light of recent knowledge of teaching and learning in various aspects of the curriculum. Focus may be on specifically designated area of instruction depending on needs of students. Course may be taken more than once for credit. Taught as needed.

652 Development of Language and Communication Skills (4-2-5)

Focus on relationship of language development and thinking to teaching communicative skills. Specific areas covered include techniques for developing oral and aural language facility and functional and creative writing. Spring.

653 Teaching Science (ECE, MG) (4-2-5)

Prerequisite: Teaching experience or an undergraduate methods course in this subject. Derivation of appropriate methods and techniques from basic principles of learning; development of skills needed in cooperative planning; choosing and organizing teaching materials; using the environment; guidance; evaluation procedures. Winter, alternate Summers.

654 Teaching Social Studies (ECE, MG) (4-2-5)

Prerequisite: Teaching experience or an undergraduate methods course in this subject. Derivation of appropriate methods and techniques from basic principles of learning; development of skills needed in cooperative planning; choosing and organizing teaching materials; using the environment; guidance and evaluation procedures. Spring.

658 Techniques of Research and Instruction (V-V-5)

Prerequisite: EDU 614 or 637 or permission of instructor.

Development of skills necessary for evaluation and implementation of instructional methods and materials and the development of skills necessary for interpretation and application of educational research. Fall, Spring.

660 Characteristics of the Gifted (4-2-5)

Prerequisite: EDU 304 or equivalent and permission of instructor.

Psychological characteristics of children and youth who are gifted intellectually, creatively, or behaviorally. Identification procedures and basic philosophies of treatment will be stressed. Fall.

661 Methods and Materials for Teaching the Gifted (4-2-5)

Prerequisite: EDU 660 or permission of instructor. Development, utilization, and evaluation of instructional materials and approaches for gifted students. Winter.

665 Career Exploration (4-2-5)

The course is designed to meet the skill and knowledge needs of teachers (K-12) in career development education. Class and field experiences will acquaint school personnel with theories and practices related to incorporating career education into the K-12 curriculum. Development of teaching plans and materials for career education of students will be a major component of the course. Summer.

670 Problems in Reading Education (4-2-5)

Prerequisite: EDU 471 or 671. Intensive examination of selected problems and emerging practices of reading instruction based on recent knowledge of instruction and learning in various aspects of the reading program. Focus may be on a specifically designated aspect of instruction depending on needs of students. Course may be taken more than once for credit. Taught as needed.

671 Teaching of Reading (ECE, MG) (4-2-5)

Study of the various phases of reading in their relation to a modern program of education and the place of reading in the curriculum. Emphasis on current practices of teaching reading with a variety of organizational patterns. Fall, Summer.

672 Diagnosis and Correction of Reading Disabilities (4-2-5)

Prerequisites: EDU 304, 614, and 671. Diagnostic procedures and materials with emphasis on application of diagnostic techniques with both groups and individuals. Students diagnose and prescribe reading disability cases under supervision. Winter.

673 Materials and Methods in Reading (4-2-5)

Prerequisites: EDU 471 and EDU 304 and 614 and/or permission of instructor. Critical evaluation of instructional methods and materials in all areas of reading. Emphasis on demonstration and student production and application of materials and methods for effective reading instruction, including the content fields. Spring.

675 Reading in the Content Areas (4-2-5)

Emphasis on the problems associated with content area reading and strategies for solving these problems. Focus is on adjusting reading instruction to any content area and/or cultural group through appropriate teaching techniques. Most useful at grade levels where content areas are stressed. Winter, Summer.

677 Practicum in Remedial Reading I (0-10-5)

Prerequisites: EDU 671, EDU 672, EDU 673, EDU 704, and permission of instructor. Supervised practicum experiences with emphasis on diagnostic, prescriptive and remedial work with individuals with reading disabilities. Winter, Summer.

678 Practicum in Remedial Reading II (0-10-5)

Prerequisites: EDU 671, EDU 672, EDU 673, EDU 704, and permission of instructor. Supervised practicum experiences with emphasis on diagnostic, prescriptive, innovative, and/or remedial work with classes, groups, and/or individuals who have reading difficulties. Winter, Summer.

681 Characteristics of the Learning Disabled (4-2-5)

Prerequisite: EDU 440 or EDU 640 or the equivalent. An introductory course concerning learning disabled children and youth. Definitions, educational traits, emotional and social characteristics are surveyed. Consideration will be given to diagnosis and prescriptions. Fall.

682 Methods and Materials for Teaching the Learning Disabled (4-2-5)

Prerequisite: EDU 440, EDU 640, EDU 681, or permission of instructor. The study of teaching methods and materials as they relate to children and youth with specific learning disabilities. Selection and adaptation of materials, lesson construction, and the planning and implementation of activities are to be emphasized. Laboratory experience is required. Winter.

683 Practicum With Learning Disabled Children and Youth (1-10-5)

Prerequisites: EDU 440, EDU 640, EDU 681, and EDU 682. An opportunity to observe learning disabled children and youth. Participation in aiding the remediation of their educational deficits is an integral part. Spring.

EDU

684 Characteristics of Behaviorally Disordered Children & Youth (4-2-5)

Prerequisite: EDU 440 or EDU 640 or the equivalent.

A study of the nature and characteristics of behaviorally disordered children and youth. Definitions, educational traits, emotional and social characteristics, and assessment instruments as related to the educational setting are considered. Laboratory and field experience is required. Fall.

685 Methods & Materials for Children & Youth With Behavior Disorders (4-2-5)

Prerequisites: EDU 440 or EDU 640 or the equivalent, EDU 684, or permission of the instructor.

Critical evaluation of teaching methods and materials for behaviorally disordered children and youth in the educational setting. Selecting, adapting, planning, and implementing of programs are emphasized. Laboratory field experience is required. Winter.

690 Readings & Research in Education of Exceptional Children & Youth (4-2-5)

In-depth reading and reporting on educational or social facet emphasizing exceptional children and youth. A scrutiny of the literature is stressed. Winter—even years.

691 Seminar in Education (V-V-5)

Study of issues, theories and emerging practices in education through investigation, research reports, and critical analysis. Summer.

692 Seminar in Education (Variable)

Prerequisite: The student must be admitted to the Specialist in Education Program.

This seminar focuses on the study and analysis of emerging educational practices, issues, and trends in all areas of curriculum, instruction, and management in American education. Spring, Summer.

694 Instructional Strategies (V-V-5)

Prerequisite: Permission of instructor.

The study of teaching/learning strategies in selected content areas, with focus on curricular trends and recent development in educational psychology. Quarterly.

695 Selected Topics (Variable)

Prerequisite: Permission of instructor.

The content of this course is intended to meet the needs and interests of graduate students in selected areas of education. May be repeated for credit with prior approval. Quarterly.

700 Methods of Educational Research (4-2-5)

Research skills and related competencies involved in the planning, conducting, and reporting of applied research studies of the type of the degree of Master of Education. Winter, Summer.

705 Statistical Methods in Education (4-2-5)

Survey of descriptive and inferential statistical methods. Includes study of research designs and related statistical procedures. Summer.

710 Fundamentals in the Supervision of Student Teaching (4-2-5)

Introduction to the theory and practices involved in the supervision of student teaching and other professional field experiences. Provides opportunity for the teacher to develop skills and plans necessary for guiding student teachers in planning, implementation, and evaluation of instruction and classroom management. Fall.

711 Assessment of Student/Beginning Teaching Experience (4-2-5)

Designed to help teachers develop skills necessary for assessing student teacher and beginning teacher performance, based on criteria specified by the Georgia State Department of Education. Winter.

712 Problems in the Supervision of Student Teaching (4-2-5)

Prerequisites: EDU 710, 711 or permission of instructor, experience in supervision of student teaching, and recommendation of school system. Course designed as the third course in the supervision sequence to enable teachers who have had prior experience in supervising student teachers to synthesize and evaluate their supervision experiences. Emphasis will be given to analysis of supervising teacher and student teacher needs in competency development, with independent research and individualized projects as means of dealing with problems encountered in supervision of student teaching. Spring.

713 Introduction to Supervision (4-2-5)

Prerequisites: T-4 certification, (T-5 recommended) 1 year teaching experience.

This course is designed to introduce the teacher or administrator to supervision. It covers the history, nature, purpose and tasks of supervision. The following tasks are examined in some detail: improvement of instruction, curriculum development, staff development and evaluation of instruction. Fall.

714 Supervision of Instruction (4-2-5)

The primary focus of this course is to provide the students with the skills necessary to provide supportive supervision to a classroom teacher in the areas of planning, presenting, and evaluating instruction and managing a classroom. The skills involved in helping teachers in the areas of curriculum development and staff development will also be covered. Winter.

715 Practicum in Supervision (3-4-5)

Prerequisites: EDU 711, 713 or 714 or upon recommendation of the student's advisor or course instructor.

This course is intended to provide the student with opportunity to apply knowledge of supervision and demonstrate supervisory skills in their field of certification. Spring.

721 Biological and Cultural Aspects of Mental Retardation (4-2-5)

Description of biogenic aspects of mental retardation and cultural aspects. Implications concerning education and adjustment are stressed with the facets of diagnosis and educational modifications. Winter—odd years.

722 Diagnostic & Prescriptive Teaching of Exceptional Children (4-2-5)

The study of methods for assembling diagnostic information and appropriate teaching techniques for exceptional children. Laboratory experiences permit the student to work with the child in a one-to-one situation and plan an opportunity-structured learning situation which provides proper adjustment for the individual child as a learner. Fall—odd years.

735 Practicum in Education (1-8-5)

Practical experiences with students under supervision. Focus will be determined by needs of individual student. May be repeated for credit. Taught as needed.

737 Practicum with Exceptional Learners (V-V-5)

Planned situations where varying methodologies of teaching or program planning are carried out. May be repeated for credit. Spring, Summer.

741 Fundamentals of School Administration (4-2-5)

Introduction to the theory and practice of educational administration. The course is concerned with the tasks, processes, and skills of educational administration, as well as the framework that exists for public educational administration. Fall.

742 Educational Business Administration (4-2-5)

This course involves a survey of non-instructional areas of educational administration. Topics covered include personnel administration, management of school facilities, pupil personnel services, school finance, internal and external communication, transportation, and school law. Winter.

743 School Law (4-2-5)

This is a survey of the field of school law emphasizing the legal requirements of managing the public school, the legal status of teachers and students, group discrimination law, tort liability, legal controls of school finance, and the issues of religion and public education. Winter.

744 Educational Personnel Administration (4-2-5)

Recruitment, selection, employment, appraisal and development of educational personnel will be covered in this course. Summer.

745 Public School Finance (4-2-5)

The concept and implications of tax supported public education will be covered. The course will be concerned with local, state and federal financing, implications of recent court rulings on financing education, and administrative concerns such as budgeting, accounting, auditing, inventorying, and financial management. Summer.

797 Internship in Education (1-8-5)

The course offers opportunity for the student to engage in supervised practicum experiences, focusing attention on planning and implementing teacher strategies designed to meet specific learner needs. A detailed written report of the strategies undertaken will be submitted. Fall, Winter, Spring.

798 Instruction Competencies Sessions (Variable)

Students will demonstrate competence with various instructional skills in a teaching-learning environment. Fall, Spring.

799 Applied Project in Education (Variable)

Preparation of an independent project usually under the direction of the major professor. Fall, Winter, Spring.

Directory

Directory 1987-88

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Atlanta, Georgia 30334

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Ex-Officio: The President of the College and
the President of the Augusta College Alumni
Association.

Faculty[†] 1986-87

Alexander, James M., Assistant Professor of Military Science
B.S., United States Military Academy

***Argo, Elizabeth B.**, Instructor in English
B.A., Agnes Scott College; M.F.A., The University of Iowa

Arnold, Emmett R., Assistant Professor of Business Administration and Coordinator of
Non-Credit Studies in the Small Business Development Center
B.S., University of Maryland; M.B.A., M.S., George Washington University; J.D., Augusta
Law School

Arthur, John A., Temporary Instructor of Sociology
B.A., University of Science & Technology—Ghana; M.A., University of New Brunswick,
Canada

Atkins, Adelheid M., Professor of English
B.A., Augusta College; Ph.D., University of South Carolina

Baecher, Carol L., Assistant Professor of Nursing
B.S.N. Alderson Broaddus College; M.S.N., Medical College of Georgia

Bailey, Mary F., Manager of the Bookstore

Baker, Allen F., Associate Professor of Mathematics and Computer Science
B.S., Georgia Institute of Technology; M.S., Bowling Green State University

Barton, Anne C., Artist-in-Residence
B.F.A., University of Georgia

Benedict, James M., Associate Professor of Mathematics and Computer Science
B.S., M.A., Central Michigan University; Ph.D., Western Michigan University

Bickert, James H., Associate Professor of Biology
B.S., M.S., University of Dayton; Ph.D., University of Tennessee

Bishop, Kitty P., Assistant Professor of Nursing
B.S.N., Georgia Southwestern College; M.S.N., Medical College of Georgia

Black, John B., Professor of Biology
A.B., Mercer University; Ph.D., Medical College of Georgia

Blanchard, Mary-Kathleen G., Associate Professor of Modern Languages
B.A., Western Michigan University; M.A., Middlebury College; Ph.D., University of North
Carolina, Chapel Hill

*On leave

†Included are the Faculty of Instruction and all others who have faculty status.

Bompart, Bill E., Professor of Mathematics, Chairman of the Department of Mathematics and Computer Science
B.S.Ed., University of Texas; M.R.E., Southwestern Baptist Seminary; M.Ed., North Texas State University; Ph.D., University of Texas

Boulay, Stephen H., Assistant Professor of Military Science
B.S., Cameron University

Bowsher, Harry F., Professor of Physics
B.S., M.S., Ph.D., Ohio State University

Bozardt, D. Anita, Associate Professor of Education
B.S., M.Ed., Ed.S., Ed.D., University of Georgia

Bramblett, Richard M., Associate Professor of Business Administration
B.I.E., M.S.I.E., Ph.D., Georgia Institute of Technology

Brigdon, Beth P., Acting Director of Computer Services
B.S., University of Georgia

Broome, Carroll D., Temporary Instructor in Business Administration
B.S.B.A., University of Southern Mississippi; M.B.A., Augusta College

Brown, Albert M., Associate Professor of Mathematics
B.S., Livingston State College; M.A., (Education), M.A. (Mathematics), University of Alabama.

Brown, Michael R., Assistant Professor of Music
A.A., Emmanuel College; B.MEd., Berry College; M.MEd., University of Georgia

Bryan, Elizabeth H., Associate Professor of Mathematics
B.S., M.S., University of Georgia

Bureau, Dennis W., Assistant Professor of Physical Education
B.S.Ed., M.Ed., Georgia Southern College

Burgan, W. Michael, Director of Counseling and Testing Center
B.S., University of Montevallo, M.A., Ph.D., University of Alabama

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Cahoon, Delwin D., Professor of Psychology
B.A., Ph.D., University of Minnesota

Callahan, Helen, Professor of History
B.A., Augusta College; M.A., Ph.D., University of Georgia

Capers, Emily S., Assistant Professor of Nursing
B.S.N.E., University of Georgia; R.N., Barrett School of Nursing; M.N., Emory University

Cashin, Edward, J., Jr., Professor of History, Chairman of the Department of History, Political Science, and Philosophy
B.A., Marist College; M.A., Ph.D., Fordham University

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- Cashin, Mary Ann**, Assistant Librarian/Assistant Professor of Library Science
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- Chadwick, Thomas T.**, Assistant Professor of Political Science
A.B., M.A., Marshall University; Ph.D., University of Virginia
- Cheek, Marian Wheelin**, Director of Public Relations and Publications
A.B.J., University of Georgia
- Chen, George Po-Chung**, Professor of Political Science
B.A., School of Law, National Taiwan University; M.A., Ph.D., Southern Illinois University
- Chou, Frank H.**, Professor of Education
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- Christenberry, Mary A.**, Professor of Education
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- Clegg, Sam E.**, Assistant Professor of Military Science
B.S., University of North Alabama
- Cody, Neal A.**, Assistant Professor of Education
B.S., M.P.H., University of Florida
- Cohen, Jacquelyn, T.**, Instructor in Mathematics in Developmental Studies
B.S., Emory University; M.S., University of Houston
- Coleman, Barbara C.**, Temporary Instructor in Business Administration and Co-ordinator for Graduate Studies
B.A., Oakland University; M.B.A., Augusta College
- Coleman, Candice M.**, Assistant Professor of Speech
B.S., Indiana State University, M.A., Kent State University
- Coleman, Clarence, Jr.**, Assistant Professor of Business Administration
B.S., Southern University; M.B.A., Atlanta University; C.P.A.
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- Covitz, Sharon B.**, Director of Continuing Education, Assistant Professor of Speech
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- DePaolo, Rosemary**, Associate Professor of English
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- Dodd, William M.**, Assistant Professor of English/Reading in Developmental Studies
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- Drake, Alan H.**, Professor of Music, Chairman of the Department of Fine Arts
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- Dunaway, Linda**, Assistant Professor of Nursing
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- Evans, Walter E.**, Professor of English
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Guerrieri, Domenico C., Director of Plant Operations

Hamilton, Jack A., Director of Procurement

Hamrick, Anna K., Associate Professor of Mathematics and Computer Science
B.S.Ed., M.Ed., Ed.D., University of Georgia

*On leave as Fulbright Lecturer

- Harris, Paulette P.**, Assistant Professor of Education
B.A., M.Ed., Augusta College; Ed.D., University of South Carolina
- Harrison, Richard D.**, Assistant Professor of Physical Education
B.S.Ed., University of Georgia; M.A.T., University of South Carolina; Ed.D., University of Georgia
- Hendee, Helen**, Director of Development
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B.A., Oxford University, England; M.Ed., Augusta College
- Hickman, Elige W.**, Associate Professor of Education
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- Hilliard, Robert D.**, Associate Professor of Education
B.S.E., Lindenwood College; M.Ed., Ed.D., University of Arkansas
- Hobbs, Stephen H.**, Professor of Psychology
B.A., Stetson University; M.S., Ph.D., University of Georgia
- Holloman, Charles R.**, Grover C. Maxwell Professor of Organizational Behavior
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- House, Elizabeth A.**, Associate Professor of English in Developmental Studies
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- Lowe, Barbara D.**, Co-ordinator of Transcripts
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- Lowe, Debra R.**, Temporary Instructor in Business Administration
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- McDermott, Mildred M.**, Assistant Professor of Nursing
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- Mobley, Mary G.**, Assistant Professor of Business Administration
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- Monge, F. William**, Alumni Professor of Business Administration, Director, Executive Development Center; Acting President of the College, July 1, 1986—January 31, 1987
B.S., Wagner College; M.B.A., New York University
- Moon, W. Harold**, Professor of Psychology
B.S.Ed., Auburn University; Ph.D., Florida State University
- Moss, Lurelia A.**, Instructor in Physical Education
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- Mura, Alex S., Jr.**, Director of Personnel
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- Newsome, Grace G.**, Assistant Professor of Nursing
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- Pollard, Lester O.**, Assistant Professor of English
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- Presley, John W.**, Professor of English, Chairman of the Department of Developmental Studies
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Rice, Louise A., Associate Director of Admissions and Minority Recruitment Officer
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Richart, Silvia G., Associate Professor of Chemistry
Sc.D., University of Havana

Rowe, Peggy J., Associate Professor of Physical Education
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Rowland, A. Ray, Librarian/Professor of Library Science
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Rutsohn, Philip D., Professor of Business Administration
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Salzman, Randall G., Assistant Professor of Communications
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Sandarg, Janet I., Associate Professor of Spanish
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Sappington, John T., Professor of Psychology
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- Scandrett, William Jr.**, Professor of Military Science
B.B.A., M.B.A., University of Miami
- Schaeffer, John G.**, Professor of Music
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- Smith, Donald L.**, Assistant Dean of Students, Director of Admissions
B.A., Virginia Commonwealth University; M.Ed., Ed.D., University of Virginia
- Smith, James H.**, Assistant Professor of English
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- Smith, John M., Jr.**, Associate Professor of Sociology
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- Stallings, James R.**, Director of Financial Aid
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- Taylor, Paul F.**, Associate Professor of History
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- Thevaos, Artemisia D.**, Assistant Professor of Music
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- Thompson, George G.**, Professor of Mathematics
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- Thompson, Kathryn T.**, Assistant Director of Student Activities
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- Toole, William F.**, Assistant Professor of Music
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1986-87

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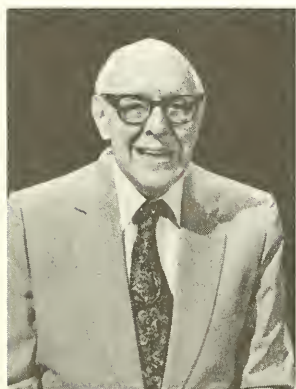
Billman



Bindler



Christenberry



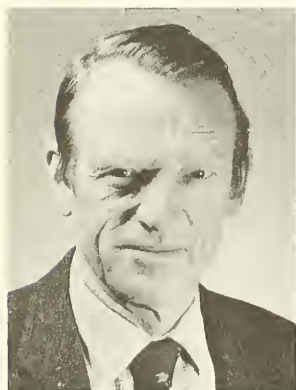
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Duncan



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Gray



Hargrove

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Jacobs



McNeal



Pierce



Tubbs

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Clerk IV	Amos Hurt
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Administrative Secretary	Elaine Graham

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Information Specialist I	Linda Jones
Publications Specialist	Karen Wiedmeier

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NOTES

NOTES

Augusta College

Undergraduate Application for Admission

We are complimented by your interest in Augusta College. We have designed this form to provide us with basic information about you while allowing you to reveal additional characteristics unique to you. Your accuracy in reading and following instructions will help us process your application.

Instructions for all Applicants

1. Complete this application form accurately and thoroughly.
2. Submit the application along with the \$10 non-refundable application fee. Attach a check or money order payable to Augusta College.
3. Provide the necessary supporting documents and information, such as transcripts and test scores.
4. The completed application and all supporting documents must be received by the Office of Admissions at least 30 days prior to the beginning of the quarter in which you plan to enter.
5. Return the applicaion and fee to the Office of Admissions, Augusta College, Augusta, Georgia 30910.

Degree Seeking Applicants

Freshman Applicants

If you are a high school graduate or the equivalent and have not attended a regionally accredited college or university, *then*

1. Submit an official high school transcript or a copy of your General Education Development (GED) report of scores. For tentative action, submit a transcript of work completed and work in progress. A final transcript should be sent upon graduation.
2. Submit CEEB/Scholastic Aptitude test (SAT) scores.

Transfer Applicants

If you have attended a regionally accredited college or university and have not received a baccalaureate degree or higher, *then*

1. Submit official college transcripts from *all* colleges attended. For tentative action, submit all transcripts prior to work in progress.

Note A: *Students with less than 30 quarter hours (18 semester hours) of attempted college credit must also satisfy freshman requirements.*

Note B: *Applicants who have been enrolled in a "non college transfer" program at a regionally accredited technical college must satisfy freshman requirements.*

Life Enrichment Applicants

If you are a high school graduate or the equivalent, have had at least 8 years of post high school experience, and have had no previous attendance at a regionally accredited college or university, *then*

1. Submit an official high school transcript indicating graduation or a copy of your General Educational Development (GED) report of scores.
2. Schedule an interview with an admissions counselor.

Note: *Students admitted into life enrichment may not earn more than 30 hours of regular college credit while enrolled in this status.*

Additional Undergraduate Degree Applicants

If you hold a baccalaureate degree or higher from a regionally accredited college and wish to pursue another undergraduate degree, *then*

1. Submit official transcripts from all colleges attended.
2. Schedule an interview with an admissions counselor.

Former Augusta College Students

If Augusta College was the last school in which you were enrolled, please contact the Office of Admissions for a Former Student Application.

Foreign Applicants

In addition to satisfying the regular requirements for admission as a freshman or a transfer applicant, foreign applicants must provide documented evidence of adequate financial support to meet educational and personal expenses. In addition, applicants must substantiate prior to enrollment that they have adequate health insurance to provide for serious illness and medical emergencies. Applicants must also demonstrate adequate oral and written proficiency in English. Foreign applicants are also required to take the Test of English as a Foreign Language (TOEFL). Because additional processing time is required, foreign applicants should submit the application and all supporting documents at least ninety (90) days prior to the beginning of the desired quarter of entrance.

Non-Degree Seeking Applicants

Post Baccalaureate and Post Graduate Applicants

If you hold a baccalaureate degree from a regionally accredited college and plan to enroll in undergraduate courses *or* hold a graduate degree from a regionally accredited institution and plan to enroll as a non-degree student, *then*

1. Submit an official transcript from the college which awarded the baccalaureate or graduate degree.

Note: Applicants holding a baccalaureate degree or higher who wish to apply to graduate school must contact the appropriate graduate department for a graduate application form and instructions.

Transient Applicants

If you are enrolled and in good standing in an undergraduate program at another regionally accredited institution and plan to attend Augusta college for one (1) quarter, *then*

1. Submit a letter indicating eligibility and permission from the registrar of the institution in which you are enrolled.

Audit Applicants

Applicants interested in enrolling in college courses who do not wish to receive college grades or credit may enroll as audit students. Such students must satisfy all class requirements as stipulated by the instructor and satisfy the following admissions requirements:

1. If completion of high school is the highest educational level obtained, the applicant must submit an official high school transcript or General Educational Development (GED) report of scores.
2. If the applicant has attended any regionally accredited college or university, the applicant must submit an official transcript from the highest level of college work completed.
3. All audit applicants must schedule an interview with an admissions counselor.

Below is a list of degrees and major programs of study offered at Augusta College. If you are undecided at this time, you may indicate "undecided" on the application.

One Year Certificate

Paralegal

Associate in Arts

Criminal Justice

General Studies

Associate in Science

Nursing

Secretarial Science

**Associate in Applied
Science**

Accounting

Child Development

Clerical

Consumer Electronics

Data Processing

Drafting & Design

Technology

Electrical Technology

Electronic Technology

Executive Secretarial

Fashion Merchandising

Horticulture

Instrumentation Technology

Management

Marketing

Medical Laboratory

Technology

Medical Secretarial

Bachelor of Arts

Art

Communications

Elementary Education

Early Childhood

Middle Grades

English

History

Music

Political Science

Psychology

Sociology

Secondary Teacher Education programs are available in the following areas:

Biology

Business

Chemistry

English

History

Mathematics

Physics

Political Science

**Bachelor of Business
Administration**

Accounting

Business Education

Economics/Finance

General Business

Management

Marketing

Office Administration

Bachelor of Fine Arts

Art Education

Studio Art

Bachelor of Music

Music Education

Performance

Bachelor of Science

Biology

Chemistry

Computer Science

Mathematics

Medical Technology

Physical Science

Physics

**Bachelor of Science
in Education**

Special Education

Health and Physical

Education

Education of the Mentally

Handicapped



Augusta College

Undergraduate Application For Admission

Office of Admissions
Payne Hall
(404) 737-1405

1. Please indicate the quarter in which you plan to enroll at Augusta College:

___ Fall ___ Winter ___ Spring ___ Summer

2. Do you plan to attend Augusta College: (check one) ___ Full Time ___ Part Time

Social Security Number

Area Code

Home Telephone Number

3.

4.

Date of Birth

Area Code

Work Telephone Number

5.

6.

Last Name

First Name

Middle Initial

7.

Mailing Address (Abbreviate when possible and do not exceed the number of spaces)

Street Address

8.

City

State

Zip Code

Last Name—If Different on Previous Records

9.

10. Sex: ___ Male ___ Female

11. Ethnic Origin ___ Caucasian ___ Black ___ Asian or Pacific Islander
___ Hispanic ___ American Indian or Alaskan Native

12. Do you plan to apply for financial aid? ___ Yes ___ No

13. Do you plan to apply for veteran's benefits? ___ Yes ___ No

14. Are your parents Augusta College alumni? ___ Yes ___ No

15. Occupation and place of employment of your parent, guardian, or spouse: _____

16. My admission classification is:

Freshman

Transient

If you have been out of high school for at least eight years and would like to participate in the Life Enrichment Program, please check below:

☐ Early Admission

Post Baccalaureate

☐ Joint Enrollment

Post Graduate

Transfer

Transient Graduate

Additional Degree

Audit

(Undergraduate Admission)

☐ I have not previously attended college and would like to enter the Life Enrichment Program.

17. Have you ever attended Augusta College Yes ___ No ___

If yes, last quarter enrolled? _____

Last name then?

18. What is your intended degree and major program of study? (Refer to list on instruction page)

Degree

Major Program of Study

19. Are you a legal resident of Georgia? To qualify as a legal resident of Georgia for fee purposes, you first must have resided in Georgia for at least 12 consecutive months immediately preceding the desired quarter of entrance and show intent to reside (evidenced by paying Georgia taxes, registering vehicles in Georgia, etc.)

Yes

County & Length of Time in State

No

State of Residence

20. List all high schools and colleges attended including Augusta College.
Failure to list all colleges may delay admissions process.

Name of School	State	Campus	Dates of Attendance	Degree Received or Approximate Hours Earned
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

21. If you are currently enrolled in the last school attended, what will be your last term of attendance? _____

22. * Please indicate the courses that you are presently taking: _____

23. * Date on which you took (or plan to take) the Scholastic Aptitude Test (SAT) _____

*If you are a non-degree applicant, you may disregard this question.

24. Are you entering a program to prepare you to teach? Yes ____ No ____

If you are seeking teacher certification, please check one:

- ____ Early Childhood Education ____ Reading Education ____ Health & Physical Education
____ Middle Grades Education ____ Special Education ____ Other
____ Secondary Education ____ Administration & Supervision

25. Are you a U.S. citizen? ____ Yes ____ No If no, country of citizenship? _____

26. Are you a resident alien? ____ Yes ____ No

If yes, alien registration number and date of issue? _____

27. If you are a foreign student:

a. Do you need an I-20? ____ Yes ____ No

b. Date on which you took (or plan to take) the Test of English as a Foreign Language (TOEFL): _____

c. Please indicate the type of visa you currently hold: _____

28. If you are a veteran, please indicate your date and type of discharge: _____

29. If you have a physical, mental, or emotional condition of which Augusta College should be aware, please explain: _____

30. If you have ever been convicted of anything other than a minor traffic violation, please explain: _____

Current status: _____ Period of Incarceration: _____

31. I certify that the information submitted by me on this application is complete and accurate. I also understand that falsification of or failure to provide information requested may result in my immediate dismissal and/or loss of all credits from the college.

Signature of Applicant

Date

20. List all high schools and colleges attended including Augusta College.
Failure to list all colleges may delay admissions process.

Name of School	State	Campus	Dates of Attendance	Degree Received or Approximate Hours Earned

21. If you are currently enrolled in the last school attended, what will be your last term of attendance?

22. * Please indicate the courses that you are presently taking: _____

23. * Date on which you took (or plan to take) the Scholastic Aptitude Test (SAT) _____

*If you are a non-degree applicant, you may disregard this question.

24. Are you entering a program to prepare you to teach? Yes _____ No _____

If you are seeking teacher certification, please check one:

- ___ Early Childhood Education ___ Reading Education ___ Health & Physical Education
___ Middle Grades Education ___ Special Education ___ Other
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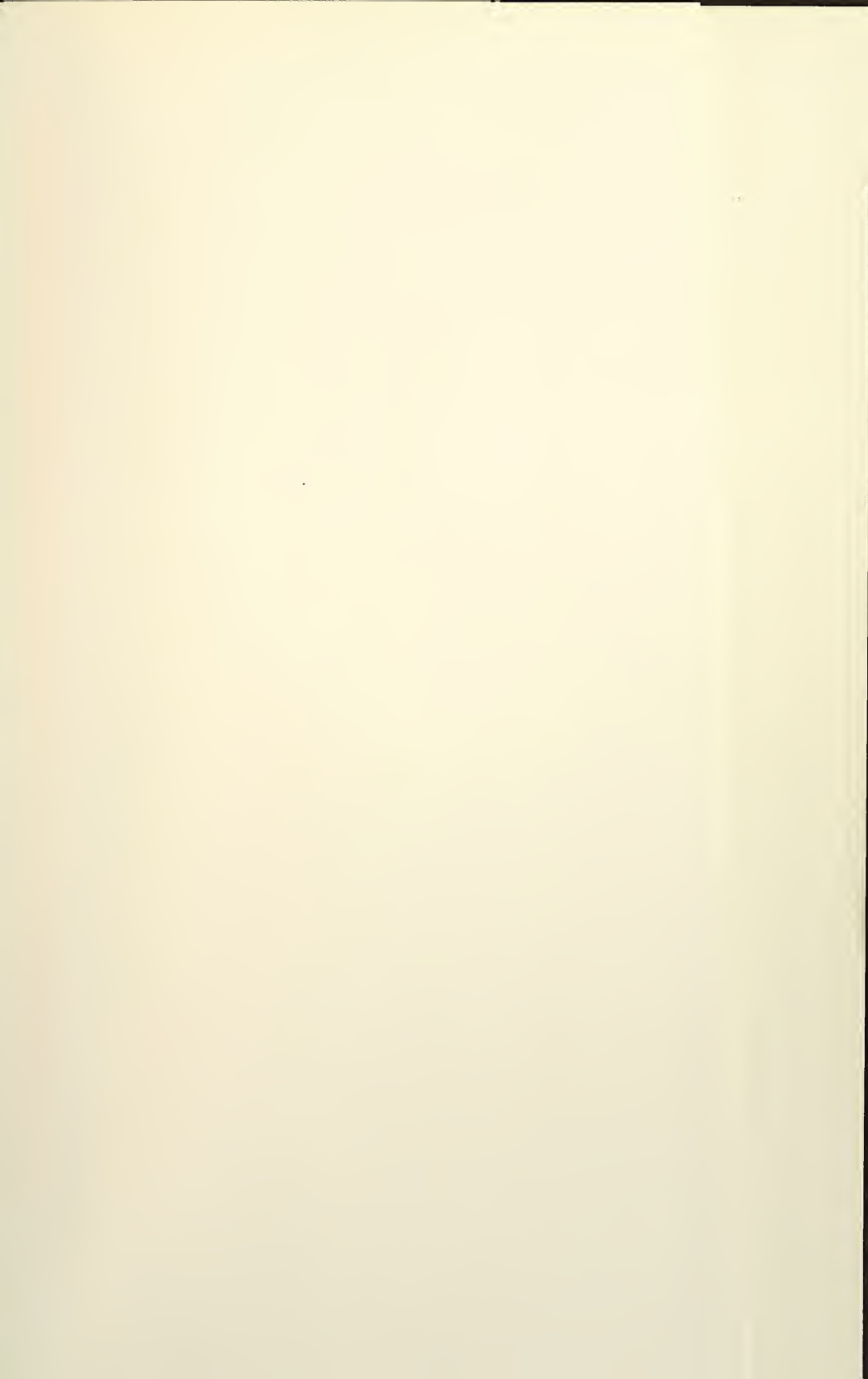
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Signature of Applicant

Date





Augusta College
2500 Walton Way
Augusta, GA 30910

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